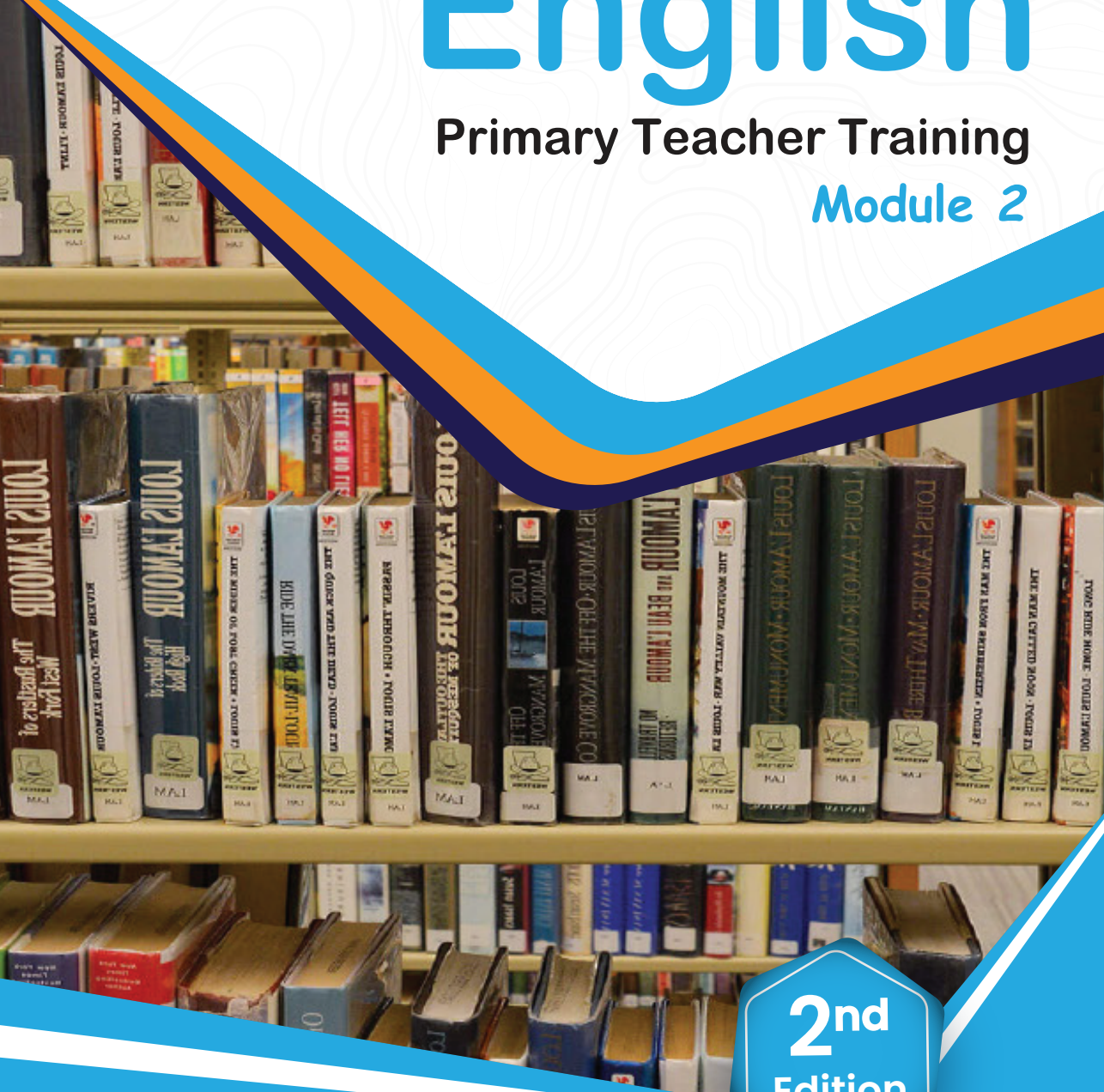


Federal Republic of Somalia
Ministry of Education, Culture and
Higher Education

English

Primary Teacher Training

Module 2



2nd
Edition

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MODULE 2

ENGLISH

PRIMARY TEACHER TRAINING



COURSE DESCRIPTION

Course Overview

This second-year course, emphasizes the fundamentals of research writing, testing and evaluation processes and assessment methods, literature and study skills besides the fundamental language skills of reading, writing, speaking, listening and critical thinking. A focus on vocabulary, pronunciation, grammar and essay-writing skills will be integrated into this course too.

This course applies learner-centered and differentiated approaches to support learners' engagement in different ways. We know that each learner has unique talents and skills that shape learning, and we work to promote personalized learning that will give each learner the critical thinking, problem-solving, foundational English skills and other critical skills needed to contribute to our communities and lead successful lives after completion of this course. Being learner-centered,

learning is personalized, engaging, competency-based and not restricted to the classroom. Learners are responsible for their learning, and they do support each other's progress, so every learner gets the skills he or she needs to succeed and contribute to society. These approaches incorporate learners' interests and skills into the learning process and give learners the tools to obtain the knowledge and skills they need to stay engaged, learning throughout their lives and fully involve learners in achieving learning outcomes.

This course utilizes learning resources that are effective, relevant, authentic and locally available. It will help in developing learners' individual learning strategies, values, attitudes and generic skills.

In this course, there are various assessment strategies which include; performance measures, evidence of positive effects on learner learning, external reviews, and self-reports, some embedded in instruction(formative assessment) to monitor learner's individual progress, and some summative in nature. This is to demonstrate the learners' acquisition of knowledge and skills over time and to modify instructional approaches as needed using information generated from formative assessments.

The goal of this course is to adopt an integrated approach to the teaching of English language where literacy and aspects of administrative skills as well as academic writing are incorporated with the four language skills of listening, speaking, reading and writing, all geared towards encouraging learner-interaction, self-expression, writing for different purposes and audience, and an increased agility in the use of language skills in English.

Course Objectives

By the end of the year, the student-teacher should be able to

- Outline the rationale for assessment
- Identify steps and procedures of testing
- Identify different types of assessments and best to use in English language lessons
- Identify and describe the grammatical terms used in the Primary English syllabus and course materials
- Interpret the descriptions of grammatical structures listed in the Primary English syllabus and approved lesson books
- Describe the relationship between reading and writing

- Explain the strategies of reading and writing to support English language learning
- Use citations and quotation marks properly when referencing sources.
- Develop creative thinking through using visual images and aesthetic dimension to support literature study
- Formulate problem statement, formulate a thesis statement, and write a comprehensive research report that addresses problem statement

Course Outcomes

Identify and analyze a problem statement and write a comprehensive research paper that addresses it.

Demonstrate knowledge and acquisition of foundational English language learning skills: Listening, speaking, reading and writing.

Evaluate teaching materials in order to be certain that they are appropriate in achieving the outlined learning outcomes.

Analyze a written text by presenting topic sentence indicating basic observation and context for the passage as well as acquiring note-taking and summary writing skills.

Acquire critical thinking skills in English language using reliable sources of information, analyzing sources, drawing conclusions from key sources, making decisions about what information is the most reliable and accurate, and prioritizing information to include in research reports. Attain essential skills needed for professional career in English language teaching, which include communication, leadership, interpersonal, adaptability, teamwork, self-Management, problem-solving and organizational skills

Course Content

1. Grammar II:

- ✓ Parts of speech 2
- ✓ The verb group
- ✓ The noun group and pronouns
- ✓ Determiners
- ✓ Adjectival phrases
- ✓ Adverbials

2. Reading and Writing

- ✓ Elements of Reading
- ✓ Elements of Writing

3. Study skills

- ✓ Reading for study purposes
- ✓ Referencing
- ✓ Library science skills

4. Introduction to Literature

- ✓ Poetry
- ✓ Drama
- ✓ Stories
- ✓ Narratives
- ✓ Proverbs and Idioms
- ✓ Riddles and tongue twisters

5. Measurement and evaluation Procedures in primary schools

- ✓ Rationale of evaluation
- ✓ Process of evaluation
- ✓ Types of evaluations, and when it is best to use them.
- ✓ Constructing, administering, and using summative assessment.
- ✓ Methods of testing fundamental English language skills
- ✓ Using the examination results (diagnosing, planning remedial work)

6. Introduction to Microteaching

- ✓ The Principles of Microteaching
- ✓ Microteaching cycle
- ✓ Micro-teaching lesson plan

7. Teaching practice Research project

- ✓ Research problem.
- ✓ Hypothesis (Thesis).
- ✓ Research methodologies
- ✓ Research data handling procedures
- ✓ Research reporting.



Chapter Objectives

By the end of this chapter, the student-teacher should be able to:

- Classify key grammar principles used in writing
- Identify and describe the grammatical terms used in the Primary English syllabus and course materials
- Interpret the descriptions of grammatical structures listed in the Primary English syllabus and approved text books
- Improve construction of sentences in writing
- Identify and explain common grammatical errors made by learners
- Identify strategies to address common grammatical errors
- Identify and discuss function and importance of parts of speech in English language

Chapter Content

- Parts of speech II
- The verb groups
- The noun groups and pronouns
- Determiners
- Adjectival phrases
- Adverbials

Lesson 1: Parts of Speech II



Introduction

In this session, we will delve deeper into the eight parts of speech, their functions, and their significance in constructing grammatically correct sentences. Understanding these elements is essential for effective communication and enhancing writing skills across the four English language domains: reading, writing, listening, and speaking.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Identify and discuss the function of parts of speech in the English language
- Incorporate parts of speech in teaching the four English skills
- Identify and explain common grammatical errors
- Identify strategies to address common grammatical errors
- Illustrate the importance of parts of speech using specific examples
- Explain the kinds of sentences in English

Lesson Content

- Review of Parts of Speech
- Importance of Parts of Speech

Functions of Parts of Speech

Lesson Learning Activities

1.1 Parts of Speech Review

Activity 1: Parts of Speech Review (Group Work)

In small groups, take turns writing sentences that illustrate each part of speech. Use flashcards for interactive learning.

As we had discussed previously in Year 1 of teacher training, there are eight parts of speech. Let's review each part of speech, its definition, identification and examples in sentences.

Note to Teacher Trainer: This review could be conducted in pairs or groups and in the form of a game or other engaging activity using flash cards with examples provided and the student teachers identify the part of speech or the student teachers use the examples in sentences and identify the part of speech, etc.

I. Definition of Parts of Speech

The table below should be the parts of speech, their definition and examples in sentences

Part of speech	Definition	Examples
Nouns	Naming word (Name of person, place, thing or concept)	Home, Mohamed, Love,
Pronouns	Replaces nouns to avoid repetition	I, she, he, none, us, themselves
Verbs	It is action word and shows also state of being	Come, go, sleep, is, are, have
Adjectives	Modifies nouns or pronouns	beautiful, big, dirty, white, tall
Adverbs	Modify verbs	Fast, quickly, nicely, generously
Preposition	Shows relationship between subject and object	Between, in, at, next, into, on, of
Conjunctions	They are joining words	And, so, or, but yet, nor, because, until
Interjections	Expresses emotions and ends with exclamation mark (!)	Wow! Hurrah! Oh! Ouch!

II. Using Suffix to Identify Parts of Speech

Apart from their definitions, suffixes attached to the root word can be used to identify parts of speech.

The table below shows how suffixes can be used to identify the parts of speech

Part of speech	Identification	Examples
Nouns	Have suffixes –ity, -sion, -tion, -ness, -ment, -ism, dom	Kingdom, management, absenteeism, dictation, sadness, identity, decision,
Verbs	Have suffixes –fy, -en, -ate,	Classify, deepen, activate
Adjectives	Have suffixes –y, -ful, -ic, -al, -ive, -ish	Oily, careful, artistic, clinical, sensitive, yellowish
Adverbs	Have suffix –ly	Slowly, nicely, quietly

Activity 2: Identifying Parts of Speech with Suffixes (Group Work)

Review the provided suffixes and create sentences that include words with these suffixes.

Exercise 1

1. Read the following passage and identify the part of speech that the underlined words belong to.

Wow! It was a wonderful school opened by the president and his prime minister. All students cheered hurrah! as the president cut the ribbon to open the new school. We were all smiling and filled with happiness. Suddenly, we heard a siren and gun shots. Everybody including the guests ran into the rooms as quickly as possible. In class worried students hid under the table until when the head teacher announced that all was well. We all came from our hideouts and the ceremony continued. Wah! It was an awful experience.

1. Interjection – Wow! Hurrah!

2. Read the sentence below and identify the parts of speech to which the underlined words belong to using the suffixes attached to them.

In summer, we used to walk around the beautiful flowers that adorn the world, but global warming has changed the pattern of the seasons, so the personal comfort we used to have then has been taken away.

1.2 Importance of Parts of Speech

1. Enhance Writing Skills

Parts of speech are very important in writing grammatically correct sentences. They are the building blocks of any sentence. One cannot write a grammatically correct sentence without understanding all if not the most common parts of speech (nouns, pronouns, verbs, adjectives, adverbs). Knowing parts of speech can help us in advancing our writing skills.

2. Essential Part of Grammar

Grammar is a system of patterns used in organizing words in a particular way. We wouldn't be able to communicate with one another fluently without a grammatical system (grammatical patterns). The grammatical pattern entails parts of speech.

Example

Subject + Verb + Object is a sentence pattern

Subject (noun, pronoun), Verb, and object (noun or pronoun) are all parts of speech.

In English skills, we adopt grammatical patterns and they have become obvious that any deviation from them sounds wrong to us.

Example

'**She don't** eat well' is grammatically incorrect and we can spot the error if we know how subject words (nouns and pronouns align with verb forms-(I don't, you don't he/she/it doesn't, we don't, you don't, they don't). Such errors happen in grammar because of the use of the wrong part of speech. Therefore, parts of speech are essential in grammar.

Fixing Common Grammar Errors

If we do not know the parts of speech, it is difficult to fix any grammatical error in writing or in speaking.

Common Grammatical Errors

1. Subject-verb disagreement

a) The subject of a sentence must agree with the verb of the sentence:

- i. In number: singular vs. plural
- ii. In person: first, second, or third person

They is my favourite Somali authors.

- The subject: They (plural)
- The verb: is (singular)
- The subject and verb disagree in number. Therefore, this is a subject-verb disagreement outlaw.

If a subject of the sentence is singular, its verb must be in singular as well. When the subject is in plural, the verb must be equally plural.

We **ADD** an **s** or **ies** to the verb if the subject is third person and singular form. In this case, the verb is said to be singular.

REMOVE s from the verb if the subject is third person and plural (more than one) form. In this case, we say the verb is in the plural form.

Note: we do not have –s or –es for first and second person singular or plural forms.

Examples

i) The cat pursues the rat.

The subject is in singular (one cat), so the verb is in singular form (pursues) and therefore ends in an s.

ii) The cats pursue the rat.

The subject is in the plural (cats) - so the verb (pursue) is in the plural form as well which does not end in an **s**. The subject and verbs agree with each other; therefore, they are grammatically correct.

Note: Sometimes grammar rules in English such as this one can be confusing. Some English language learners may assume (and generalize) that since nouns that are plural often end in an s, making verbs agree with nouns that are plural also requires adding an s to the end of the verb. This is a common error that should be addressed early on and often in reviewing grammar rules in English.

b) When the subject and verb are separated;

- Find the subject and verb and make sure they agree.
- Ignore the words in-between because they do not affect agreement.

2. Pronoun-noun Disagreement

When the pronoun used to replace a noun does not agree with that noun in number, place, or gender the sentence is grammatically incorrect

Singular pronouns should replace singular nouns and vice-versa. Similarly, pronouns should replace nouns of the same gender

Ali and Abdi —————> they, them

Anisa —————> she, her

The house —————> It

Father —————> he, his, him

Example

1. Aliya **wants her** book marked.
2. **Aliya and her friend want their** books marked.

3. Wrong Use of the Preposition

Prepositions must be followed by a noun and they must have an object, but they **should** not be placed at the end of a sentence.

1. The boys dove **into** the water
2. The students were **in** class when we heard an explosion **next to** our house

4. Wrong Use of Conjunctions in run-on Sentences

Run-on sentences are hard to understand. However, the use of conjunction helps the readers follow what the writer is saying and to make connections among different sentence parts.

Example

1. The results of the study were convincing, **therefore** more researchers relied on the topic.
2. The water was cold, **but** the boys went ahead and swam in it.

Learning Difficulties in Grammar

a) Identifying Sentence Patterns

The English language has only four basic sentence patterns. Simple sentence, compound sentence, complex sentence, compound-complex sentence. We can distinguish these sentences from each other by the parts of speech they have.

Example

A simple sentence has only one subject and a main verb and maybe an object.

1. I went shopping.
2. She is coming.
3. The teacher is teaching.

Compound sentences have more than one independent sentence joined together by conjunctions.

1. Maryam went to work, **but** Jibril went to the mosque.
2. Maryam went to see her Aunt, **and** Jibril went to see his grandmother.
3. We came late **so, we** faced a lot of traffic during the rush hour.

A complex sentence has one independent and at least one dependent clause linked together by subordinating conjunctions such as since, because, while, etc.

1. Remove the rice from the fire (Independent) **when** it is ready(dependent).
2. Hussein bought a house (Independent) **where** his brother lived (dependent).
3. **If** you don't work hard,(Dependent) you will definitely fail your exams (Independent).

A Compound-complex sentence has two independent clauses and at least one dependent clause connected by a conjunction

1. Shamsa doesn't like cartoons(Independent) because they are loud (dependent), so she doesn't watch them.(Independent)
2. Usually I take a walk every day (independent) while the sun sets (dependent), but it was raining today. (independent)

Exercise 1

Study the following sentences and state if they are compound, complex or compound-complex sentences. Identify the dependent and the independent clauses in the sentences.

1. She likes to sleep in but she can get up early if she has work.
2. They spoke to him in English, but he responded in Somali.
3. Although my friend to asked me, I did not accompany them to the party
4. She goes to the beach, and takes her young sister.
5. The cat jumped into the seat sat down on top of the remote control when I was reaching for it.
6. I speak English fluently, because I practice it everyday

b) Parallelism in Sentences

Parallelism is important element in English grammar, especially when we are listing, comparing and contrasting items or ideas. In parallelism, items in a list or comparison follow the same grammatical pattern.

Example

- a. If you are writing a list and the first item in your list is a noun, write all the other items in the list as nouns as well.
- b. If the first item is ending with -ing word, all the others will follow a similar form and end with -ing.
- c. If the first item is in past tense, the other items in the list must be in past tense.
- d. If it is an adverbial clause, make all the others adverbial clauses as well.

Examples of Parallelism in Sentences

1. Amina is **reading** and **writing the book now** or Amina **read** and **wrote a book yesterday**.
2. Ali **drove** to the market, **bought** food items, and **picked** the children from the school.
3. The city grew **bigger** and **more beautiful** as skyscrapers were constructed.

Activity 3: Error Correction (Group Work)

Read passages with underlined words representing different parts of speech. Discuss and correct any errors in groups.

Discussion

In the sentence, "*Love and being married*", love is a noun, being is a noun (gerund) but married is an adjective. Therefore, the sentence lack parallelism thus, it is wrong. We can correct this by converting married (Adjective) into a noun (marriage). We can thus rewrite the sentence as **Love and marriage**.

Exercise 2

Rewrite the sentences below to follow parallelism

1. My English conversation class is made up of Chinese, Somali, and some are from Kenya.

2. The teacher wanted to know which country we coming from and what our future goals are.

3. The students who do well attend class, they do their homework, and practice speaking in English.

4. The language skills of the students in the evening classes are the same as the day classes.

1.3 Function of Parts of Speech

- a) Compound, complex, and compound-complex sentences are formed by combining simple sentences using conjunctions and in some cases, other parts of speech (e.g., clauses). Writing simple sentences in an essay is monotonous and will lead repetition. As an English writer and speaker, to vary sentence style to avoid repetition and to engage readers and speakers, it is helpful to combine simple sentences to form compound and complex ones. Combining sentences and clauses can also help make connections among ideas expressed in the sentences and clauses.

Example:

I like bananas. I also like mangoes. I like oranges.

There is the repetition of I and like. To avoid this, we can combine the sentences using conjunctions into one compound sentence as follows;

I like bananas, mangoes, and oranges.

- b) Parts of speech related to the verb forms can give a sentence a different tense, for example, simple present, continuous tense, and perfect tense.

Example

1. *The bird flies*: The verb makes the sentence to be present simple tense.
2. *The bird is flying*: The verb changes the sentence into a continuous tense.
3. *The bird has flown*: The verb has changed the sentence in the perfect tense.

- c) Interjections express the mood and emotions of the writer. Using Interjection allows us to know the writer's mood and feelings at the time of writing.

For Example

1. Everybody was cheerful and shouting **Hurrah!** – feeling happy.
2. **Augh!** I stumble my foot – the writer is feeling pain.

- d) Using adjectives we get more information about the noun.

Example

1. She is a **tall** girl.
2. She is a **beautiful tall** girl.
3. She is a **beautiful tall Somali** girl.

The more the adjectives the more information we get to know about the girl.

Lesson Review Questions

1. Illustrate with examples the functions of parts of speech.
2. Explain the significance of parts of speech using sentences.
3. Differentiate between simple, compound, and complex sentences using parts of speech.
4. Identify common grammatical errors in English with examples.
5. Discuss strategies to address these common errors in pairs.
6. Correct the following sentences in groups:
 - a) "The car that my father bought must have been expensive. She is automatic."
 - b) "The construction company builds good, bigger, and less expensive houses."
 - c) "Kassim worked hard but passed the exams very well."

Lesson 2: The Verb Group



Introduction

In this session, we will explore the various components of verb groups, including auxiliary verbs, modal verbs, phrasal verbs, and chain verbs. Understanding these elements is crucial for mastering English grammar and enhancing your writing and speaking abilities.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Define functions of verb groups
- Classify the principles of grammar as used in writing
- Explain fundamental grammatical structures in the English language

Lesson Content

- Definition and function of verb group
- Auxiliary verb
- Modal verbs
- Phrasal verbs
- Chain verbs

Lesson Learning Activities

2.1 Definition of Verb Group

Activity 1: Definition of Verb Group (Group Work)

In groups, discuss the definition of a verb group. Identify examples of different types of verb groups as explained in the lesson.

A verb group, which is also called verbal group, consists of a **main verb** and a **modal verb** or at least one **auxiliary verb (defined below)**. In a clause, a verb group expresses what is happening in the sentence or a clause.

Example

The boys **pursued** the dog

In this example, the verb group pursued expresses what is happening in the clause

Different kinds of happenings are expressed through verbs of thinking, feeling, saying, naming and describing.

Example

Thinking verbs include: - believed, considered, decided, supposed, imagined, etc.

The teacher **considered** him.

Feeling verbs are: – Frightened, annoyed, interested, surprised, liked, etc.

The boy **annoyed** his father.

Saying verbs are: – Insisted, whispered, apologized, commanded, demanded, etc.

He **demanded** an explanation.

Naming verbs are – called, designated, known...as, referred to...as, termed as, etc.

He **called** him Ali.

Describing verbs are: - walked, crept, hurried, flew, settled, rose, etc.

The cat **crept** in.

All these verbs carry a meaning which can be found in the dictionary. Verb groups exist in different structures as discussed below.

2.2 Auxiliary Verb

Auxiliary verbs or helping verbs are used with a main verb to help express the main verb's tense, mood, or voice. The main auxiliary verbs are: **verb to be** (am, is, are, was, were, being, been, will be); **verb to have** (has, have, had, having, will have); and **verb to do** (does, do, did, will do).

Example:

1. Asha **is** waiting in the hall.
2. Asha **was** waiting for two hours.
3. Aisha **will be** waiting outside.
4. Aisha **did** help him at first sight.
5. **Do** you like playing?
6. I **have** eaten lunch.

1. Verb group containing one main verb only

The main verbs express what is happening in the clauses or sentences. They form part of the verb group. The main verb carries the meaning in the sentence and it is the simplest verb group

Examples:

1. Mother **cooked** dinner yesterday.
2. Father **went** to work in the morning.
3. The teacher **taught** students English language.

2. Verb group containing two main verbs

They are also called double verb constructions. They are a combination of two main verbs.

Example:

1. Mohamed **likes playing** football.
2. The teacher **tried to teach** students with disabilities.

3. Verb group consisting of a main verb and one auxiliary (verb to be and verb to have)

The auxiliary + main verb in the below sentences expresses what is happening in

the sentences, therefore, they qualify to be verb groups

Example:

1. Ali **was driving** his father's car.
2. Najmo **is helping** her mother in the kitchen.
3. The students **are writing** exams tomorrow.
4. She **has gone** to the market.
5. They **have cleaned** the compound.

4. Verb group consisting of one main verb and two auxiliary verbs

The verb group structure may also be very complex, consisting of a main verb plus a mixture of 'auxiliary verbs' (*have, be*) as shown in the following sentences.

Example:

1. The students **have been breaking** school's desks.
2. Hassan **has been teaching** since 2015.
3. The traffic Jam **has been persisting** for sometimes now.

5. Verb group consisting of the main verb and the auxiliary verb do

This verb groups are used in questions or in sentences, using negative words like "not" to add emphasis.

Consider the following examples:

1. **Did** my father **go** to work?
2. Maryama **does not know** how to read
3. The rat **did enter** the bedroom

The 'do' auxiliary verb is used in two grammatical structures: in a sentence that is an interrogative (question) and a sentence with a negative word (**not**). Similarly, auxiliary verb to do is used to express emphasis

Example

a) Expressing Interrogation

Auxiliary do + ... + main verb

1. **Did** you **go** to school yesterday?

2. **Did** your teacher **give** homework?

3. **Did** Kassim **arrive** late for work?

b) **Expressing a Negative with “not”**

Auxiliary do + not + main verb

1. The teacher **did not give** homework.
2. Civilized person **does not believe** in ghost.
3. Some students **do not study** in the library.

c) **Expressing Emphasis**

Auxiliary do + main verb = verb group

1. I **did come** through the window.
2. The snake **did enter** to the house at night.

6. Verb groups with Modal verb + main verbs

These verb groups express obligation to do something, the chances of something happening, and the ability to do something. The modal verbs include: can, could, may, might, must, will and shall

Example

1. We **must work** hard (obligation).
2. They **can come** in the morning (ability).
3. They **might be** in the traffic jam (chance).

7. Verb group consisting of a combination of modal verbs and other auxiliary verbs and main verb

Consider the example below

1. We **should have left** early.
2. My mother **should not have gone** to the city.
3. The young boy **could not have seen** the president, the crowd was big.
4. They should not have been eating in the cafeteria.

Activity 2: Auxiliary and Modal Verbs (Group Work)

Create sentences using different auxiliary and modal verbs. Share your sentences with the class and explain the function of the verbs used.

2.3 Phrasal verbs

'Phrasal Verbs' are made up of two or three words which form a short 'phrase' but function like a single verb.

Example

1. Give in – surrender

The soldiers had to ask for reinforcement before the enemies could give in.

2. Give up – despair

Do not give up after a first attempt, try again.

3. Keep off— avoid, keep away from

To keep off the grass and use the pavement is a mark of discipline.

4. Keep up — maintain

Guled kept up his excellent performance in his new office.

5. Kick off— begin a football match/beginning of a football match.

The World Cup soccer championship kick off is watched by thousands of people all over the world.

6. Turn out — arrive, attend

Most polling stations reported a poor turn out of voters.

7. Use up — exhaust

The soil is used up and needs fertilizer for crops to flourish.

8. Wind up - finish (a speech)

"Let me wind up by wishing you success in your forthcoming examination and best wishes in life," the head teacher told all the candidates in concluding his farewell speech.

9. Wipe out — destroy completely

This book has wiped out my worry about composition writing. I will now write with confidence.

A phrasal verb contains a main verb and a preposition. Phrasal verbs are also verb groups.

Example

1. Ilyas **turned on** the television.
2. **Switch off** the lights!
3. The plane **took off** from the airport at midday.

Activity 3: Phrasal Verbs and Verb Chains (Group Work)

Identify phrasal verbs and chain verbs in given sentences. Discuss how these verbs function within the context of the sentences.

2.4 Verb Chains

A chain verb is a series of verbs, which contain at least one auxiliary verb and one non-auxiliary verb that carries the central meaning of the clauses.

Example

1. Ali **should have been working** by then.
2. My friend **was teaching** Somali in this school.
3. They might be late.
4. She **hadn't considered** any of them.
5. Why **is** he **crying**?

The auxiliary verbs show the tense of the verb chain. They express ideas like possibility and necessity, and they are adjusted to show that the clause is negative or question.

In a verb chain, the first verb in the chain is finite and the other not. A finite verb has a subject and shows the verb tense

Example

1. He **was walking** to school. = was is the finite verb
2. We **will go**. = **will is a finite verb**
3. They **might have been chosen**. = **might is a finite verb**

Lesson Review Questions

1. Using examples, define verb group.
2. Verb groups may contain a main verb and an auxiliary verb. Using sentences of your own, illustrate:
 - a) Verb group consisting of one main verb
 - b) Verb group consisting of two main verbs
 - c) Verb group consisting of one main and an auxiliary verb
 - d) Verb group consisting of one main verb and two auxiliary verbs
 - e) Verb group consisting of a main verb, auxiliary verb, and a modal verb
3. Illustrate the four auxiliary verbs with examples.
4. In a class presentation, explain why a phrasal verb is a verb group.
5. Identify a chain verb in a sentence. Explain what makes it a chain verb.

Lesson 3: The Noun Group



Introduction

In this particular lesson we will investigate the fascinating world of noun groups. Understanding noun groups is essential for constructing clear and detailed sentences. We will define noun groups and pronouns, delve into the role of determiners, and learn about adjectives and their various types.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Define noun groups and pronouns
- State the functions of noun groups and pronouns
- Identify and use different types of determiners
- Define and identify types of adjectives

Lesson Content

- Definition and function of noun group and pronouns
- Determiners
- Adjectival
- Adverbials

Lesson Learning Activities

3.1 Noun Groups and Pronouns

We looked at nouns as naming word and adjectives as a describing word while a pronoun being a word that replaces a noun in the previous chapters.

Let us look at a noun as a group of words that all work together to give more information concerning the main idea.

Noun groups are the core grammatical source to establish '**who?**' or '**what?**' in a sentence. Noun groups consist of the noun, which is the core part of the noun group. Other word groups or phrases, which can form part of the sentence, can be added before or after the noun. **Pre-modifiers** are added before the head noun while **post-modifiers** are added after the head noun.

Example:

Let's talk about '**boys**' which can be improved using noun groups as follows;

These, five boys

These, five, small boys

These, five, small, short boys

These, five, small, short boys next door

These, five, noisy, small, short boys next door

These, five, noisy, small, short boys next door were playing.

The sentence would read "*These five, noisy, small, short boys next door were playing.*"

The head noun: **boys**

The pre-modifiers: **These, five, small, noisy, short**

The post-modifiers: **next door, were playing**

The sentences above are all talking about the boys. The longer the sentences, the more information about the boys we get, and the more the sentences potentially get more interesting. The descriptive words help us to understand the kind of boys we are talking about more clearly. When we are able to write like this, i.e. expand sentences, it makes our writing much more detailed, precise, and more interesting and affirmative.

All the underlined words above are connected to the noun (boys) and are called the noun group or pronoun group if we were pointing at a pronoun.

By definition, a noun group is a group of words relating to a noun. They include (articles, prepositions, determiners pronouns) plus at least one adjective. Noun groups may also contain adjectival phrase or adjectival clause

Example

The places **with low rainfall** are unproductive (with low rainfall is an adjectival phrase).

The places **which have high rainfall** are productive (which have high rainfalls is an adjectival clause).

Activity 1: Revision

In pairs, discuss the definitions of nouns and adjectives, and provide examples from your own writing.

3.2 Determiners

They are words written before a noun to make it clear what the noun refers to. They clarify the noun. Determiners clarify information about the noun.

Singular Nouns

1. A boy came to the office. Determiner (or article) '**a**' means one boy (singular) is the focus of the sentence.
2. Ali broke **an** egg. Determiner article '**an**' means one egg (singular).

Note: For plural and uncountable nouns, determiners may or may not be used,

The water in the river is dirty or water in the river is dirty are both grammatically correct.

Example

Read each sentence below and identify the words that clarify the noun.

1. There are **five** boys in a class.
Five is a determinant, which clarifies the number of boys.
2. **The** person standing by the door is **a** teacher.
"The" is a determiner of a specific person and **a** is a determiner to show that the person is non-specific.
3. **The** river is dry.
The is a determiner that shows a specific river.
4. **All** students study hard for exams.
All is a determiner that shows everybody.
5. **My** mobile phone is broken.
"My" is a determiner to show the ownership of the phone.

Types of Determiners

1. **Definite Articles:** the

Clarifies that the nouns used are specific.

2. **Indefinite Articles:** a, an

Clarifies that the nouns used are non-specific.

3. **Demonstrative Determiners:** this, that, these, those.

They clarify the position of something in relation to the speaker.

“This” and “that” is for singular noun. “This” is used for singular nouns that are near us while “that” is used with singular nouns that are far from us.

These and those are used for plural nouns. These is used for plural nouns that are near us while those is plural nouns that are far from us.

4. **Possessive determiners:** my, your, his, her, its, our, their

Clarifies the ownership.

5. **Quantifiers:** a few, a little, much, many, a lot of, most, some, any, enough

Clarifies the amount.

6. **Numbers:** one, ten, thirty.

Clarifies the cardinal numbers.

7. **Ordinals:** first, second, third, e.t.c.

Clarifies the position among items that are in order or in sequence.

8. **Distributive:** all, both, half, either, neither, each, every

Clarifies a group or an individual in a group.

Activity 2: Group Discussion

In small groups, create sentences using noun groups. Identify the head noun, pre-modifiers, and post-modifiers in each sentence. Share your findings with the class.

3.3 Adjectivals

An adjectival is any word, or group of words, that modify a noun or noun phrase. It is important to realize that a word, phrase, or clause is identified by how it is used in a sentence. Adjectivals modify a noun or a pronoun. Generally, adjectives come before the nouns being described.

Example

1. It had **extremely scary** eyes.

The adjectival phrase is **extremely scary** head adjective is **scary**. This adjectival phrase modifies the noun - "**eyes**."

2. She had **extremely brown** eyes.

This adjectival phrase **extremely brown** describes the noun **eyes**.

3. The president wore a **very expensive** shirt.

This adjectival phrase **very expensive** describes the noun "**shirt**."

An adjective phrase can also be used before the noun it's modifying

Example

1. She is an equally intelligent person, but I don't think her grades reflected that.

This adjective phrase equally intelligent modifies the noun "person."

2. People are so tired of corruption in the country.

This adjective phrase 'so tired' modifies the noun "people".

Position of Adjective in the Adjective Phrase

In an adjectival, the adjective can either be at the start, the middle or the end of the phrase.

Example

1. Maryam is sad about the result.
2. Maryam is awfully sad about the result.
3. Maryam is very sad.

Types of Adjectives

1. Attributive Adjective.

This adjective typically is before the noun being modified.

Example

1. The **beautifully carved** woods are priceless.

The adjectival phrase **beautifully carved** is before the noun it modifies ("**woods**"). Therefore, this is an attributive adjectival phrase.

2. Predicate Adjective

It refers to an adjective that describes a noun earlier in the sentence but it is placed after the verb (which is sometimes called a predicate in English). It typically comes after the noun to be modified.

Example

The woods are **beautifully carved** and priceless.

The adjectival phrase **beautifully carved** is after the noun it modifies "**woods**". Therefore, this is a predicate adjective phrase.

3. Adjectival Clause

Just like all clauses, an adjectival clause includes a subject and a verb. A reminder that a clause is not considered a complete sentence although it includes a subject and a verb.

Example

1. The bread you bought yesterday has gone moldy.

The clause "you bought yesterday" is an adjectival clause because it has a subject ("**you**") and a verb ("**bought**").

3.5 Adverbials

An adverbial is an individual word (an adverb), a phrase (an adverbial phrase), or a clause (adverbial clause) that can modify a verb, an adjective, or a complete sentence.

Note that adverbs/adverbials answer the questions how, when, or why in a sentence in English.

In English, an adverbial can appear in many different positions in a sentence just like an adverb.

Example

1. My brother *usually* visits *on Thursdays*.
2. *When he isn't working*, my brother visits *on Thursdays*.
3. My brother visits *on Thursdays* *when he isn't working*.

Types of Adverbials

- Manner and degree adverbials (e.g. *happily, clumsily, quickly*)
- Temporal adverbials (e.g. *now, when, today*)
- Spatial adverbials (e.g. *here, north, up, across*)
- Attitudinal adverbials (e.g. *certainly, hopefully*)
- Modal adverbials (e.g. *not, probably, etc.*)
- Expectation adverbials (e.g. *only, even, again*)
- Textual adverbials (e.g. *firstly, finally*)

Placement of Adverbials

Adverbials can appear in different positions in the sentence.

a) At the beginning of a sentence (Sentence initial)

Yesterday I ran a marathon.

b) At the end of the sentence (Sentence final)

I ran a marathon ***yesterday***.

c) Preverbal

I always run well in the heat.

d) Post verbal

I handed the money ***quickly*** to the banker.

e) Within the verb group

I have ***never*** won a race.

Activity 3: Group Work

Work in groups to find examples of different types of determiners in texts you have read. Present your examples to the class, explaining the type of determiner and its function.

Lesson Review Questions

1. State and explain by giving examples the three types of adjectival.
2. In a class presentation, define the term noun groups and explain its function in a sentence.
3. Work in groups and give examples of determiners in a sentence.
4. Using examples, identify the types of adverbials.
5. In groups, state the positions of adverbials in a sentence and give examples of each.

CHAPTER TWO REVIEW QUESTIONS

PART A: CONCEPT MASTERY

Answer all the questions

1. Select all the noun groups in the following sentences

The beautiful looking girl in the long black dress was sitting on the shinning chair. Stretching out in front of her were the plains covered with wild flowers.

2. The following sentences are grammatically incorrect, correct them where applicable

- i. I would rather go the market than to the supermarket.

- ii. In English, it is pronouncing words that to write them.

- iii. The students find reading and to write an interesting lesson.

- iv. Halima likes cooking and to clean the house.

- v. The work of a secretary is to answer phone call, advise the manager and run company errands.

3. Review these sentences and state the head noun, pre-modifiers and post-modifiers.

a. The three girls in pink dresses are from Somalia.

b. A few boys gave brilliant ideas yesterday.

c. Many new clothes are hanging over there.

d. Grade five students who passed exams were congratulated.

e. The interesting story book was written three years ago in Somalia.

4. Using sentences, illustrate the use of the five types of phrasal verbs

5. Use the determiners in the box to complete the sentences below

few the that the an a the any much this some few

i. Mohamed Budiste is referred to as _____ legend of football.

ii. _____ man over there is handsome.

iii. _____ apple _____ day keeps _____ doctor away.

iv. My mother told me _____ story before.

v. _____ car here is my new Prado.

vi. Do you have _____ work now?

vii. I want _____ tea, thank you.

ix. How _____ money do you have in your account?

x. Only _____ people came to watch the football game.

Write to be understood, speak
to be heard, read to grow.

Lawrence Clark Powell



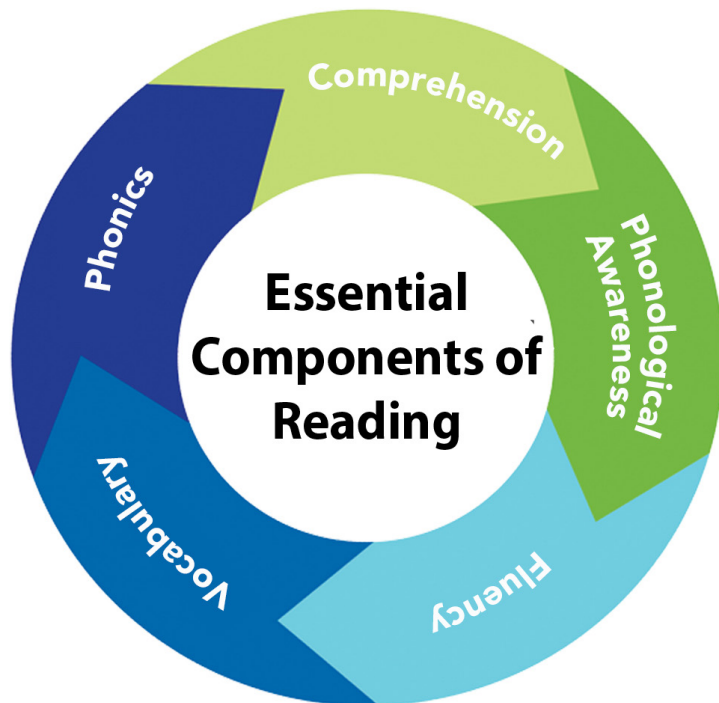
Chapter Objectives

By the end of this chapter, the student-teacher should be able to:

- Describe the relationship between reading and writing
- Explain the elements of reading and writing
- Discuss the approaches and strategies for teaching writing skills in English
- Apply the reading and writing elements as well as reading and writing strategies to improve reading and writing proficiency levels in English

Chapter Content

- Elements of reading
- Elements of writing



Introduction

In this lesson, we will uncover the essential elements of reading. Developing reading skills is crucial for learners as it forms the foundation for literacy and future learning. we will also explain the five key elements of reading, analyze strategies to enhance reading proficiency, and engage in activities that reinforce these concepts.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Read comprehensively.
- Analyze the elements of reading.
- Apply reading strategies to improve reading proficiency in English.

Lesson Content

- Elements of reading.

Lesson Learning Activities

1.1. Elements of Reading:

Learning to read is one of the most significant educational outcomes of primary education. The ability to read is fundamental to learners' learning, including the growth of literacy skills, and to their future successful contributions in society and the workforce. It is a complex process that involves developing critical foundational skills, including letter recognition, letter sound associations, decoding words, building social and academic vocabulary, recognizing words and sentences, and making meaning from texts among other critical skills.

There are five elements to reading instruction:

1. Phonological awareness
2. Phonics and phonemes
3. Vocabulary
4. Fluency
5. Comprehension
6. Oral language

Activity 1: Discussion

In small groups, share examples of how phonological awareness can be fostered in young learners. Discuss activities like clapping syllables or identifying rhymes.

1. Phonological Awareness

As learned earlier, phonology studies the different patterns of sounds in a language. It studies how the sounds combine and how they change when in combination as well as which sound can contrast to produce differences in meaning. The smallest unit of sound is called a *phoneme*. There are 44 distinct phonemes in the English language that are used to build words.

Therefore, phonology focuses on the sounds of speech, which include consciousness of rhythm, rhyme, sounds and syllables. Consciousness often begins with:

Rhythm - for example, learners clapping the beats of their name.

The next step is rhyme: This is producing similar sounding patterns like king, wing and sing. Rhymes demonstrates early phonemic awareness, which is the most important subset of phonological awareness in the development of reading and spelling skills. It enables learners to identify and focus on the separate sounds in words. Texts that include rhyme can be used to help students develop sensitivity to the phonological structures (or phonological awareness) of the English language.

2. Phonemes and Phonics

In phonemes or phonemic awareness, learners then learn to divide syllables into separate sounds and manipulate them to form different words. Letter-sound relationships can then be introduced and learners can be taught phonemes and phonics skills simultaneously from this point. On the other hand, phonics entails knowing the relationship between letters and sounds. It is sometimes called the alphabetical norm. Existing experimental evidence supports teaching using a synthetic approach to phonics. This method teaches single letters and common letter combinations in a separate, orderly and explicit way. The order in which they are taught facilitates their combination into simple words so that learners can immediately practice the new skills, building automatic confidence. Teachers need to reinforce these skills as early as possible by having learners to listen to high quality texts.

3. Fluency

Fluency is not just the ability to read quickly but it also involves being able to read easily as if you are speaking with few or no errors or the need to self-correct. It involves using appropriate expression, phrasing, and pace. Fluent readers make meaning out of the text as they read by analyzing the key components like accuracy, pace, expression and volume. Highly competent readers will not be fluent when the text contains many unfamiliar or technical words that are new to them thus; there is a strong correlation between fluency and comprehension. Fluency demands that the text should be at the reader's independent reading level. This is because beginners need simple texts to build speed and confidence. When learners are introduced to books that they have already read, they have opportunities to develop appropriate expression, phrasing, and pace and to build their confidence. They also begin to develop a vocabulary "bank" of familiar words that they repeatedly recognize and know the meanings of. On the other hand, reading quickly without attending to punctuation, not having the foundational skills to decode and determine meaning from context, or having limited vocabulary affect fluency, which in turn affects reading comprehension.

Activity 2: Group Discussion

In groups, brainstorm ways to help students practice fluency, such as repeated readings or paired reading sessions. Share your ideas with the class.

4. Vocabulary

When learners know the meaning of a word, they are far more likely to be able to read it, and make sense out of it within a text. Learners need to be continually expanding the range of words that they can understand and use in context. Vocabulary instruction should focus on both language students need for social situations as well as academic vocabulary as they advance through school and learn different subjects. Teacher should also encourage, in the early years of learning English, students to create individualized vocabulary lists/flashcards. If the space is available, teachers can create “word walls” of key vocabulary words and word families (words with the same root words), and words that are synonymous with one another. These should be practiced and referenced often.

Vocabulary can be learned repeatedly using new words through conversations, listening to stories (with the teacher stopping to ask learners if they heard any of the new words they are learning), reading other text types, and listening using audio media. Repetition and interaction with words in meaningful contexts help to make meanings clearer, and learners can easily add them to their word bank to grow their vocabulary. This type of indirect vocabulary acquisition is particularly effective for learners who arrive at school having been exposed to a wide and rich vocabulary. For other learners who have a more restricted vocabulary and have less access to print or audio materials, books, and other reading/listening materials the explicit teaching of vocabulary is essential.

5. Comprehension

Effective readers understand the purpose of their reading, can identify their own reading behaviors, and can adjust their reading behaviors (e.g., skimming, scanning, reading closely for detail, re-reading, visualizing) according to the reading purpose. Passages look different according to their identified purpose, context and audience. Readers’ appreciation of the features of different passages/text types help them to derive meaning more easily. Skillful readers monitor their understanding as they read by integrating new information with existing knowledge and experience. To understand the meaning of the vocabulary in context, readers should be encouraged to identify synonyms or antonyms in relation to new words. For this to

happen, learners need to be taught to adjust their reading strategies to slow down, reread, read ahead, and to grow vocabulary knowledge as well as to decode when coming across unfamiliar words that they cannot determine their meanings from the context or are difficult to pronounce.

Comprehension is supported when plenty of practice is provided to use the newly learned words in context. When a learner is capable of immediately recognizing some words accurately, he or she can more easily concentrate on the new or less familiar words by focusing on making meaning, rather than just decoding.

Comprehension involves the ability to use strategies that should explicitly be taught, namely:

1. Activating prior knowledge
2. Predicting
3. Monitoring what was understood and clarifying what remains unclear
4. Determining importance
5. Questioning
6. Making connections
7. Visualizing
8. Inferring
9. Summarizing information and synthesizing.

6. Oral Language

It is difficult to understand the written form of a language without a wide vocabulary and familiarity with language structures. In most cases most language structures are developed before a child begins school. Spoken language therefore provides the foundation for reading skills and is directly linked to overall reading attainment. When learners are surrounded by people engaged in and included in a complex conversations: they can more easily develop the following vital skills.

- Increase their vocabulary.
- Expand the complexity of the language structures they use.
- Become language risk-takers.
- Grow confidence in the way they talk. This includes the ability to speak clearly and articulately in another language, that is not their first language.

- Simplify their thinking.
- Apply the rules accurately for Standard English language.

Lesson Review Questions

1. In groups, describe the reading strategies for developing reading skills.
2. State the five essential components of reading.
3. Illustrate with examples the difference between phonics and fluency as strategies for reading skills.
4. Explain why growing one's vocabulary is essential to improve reading comprehension proficiency.
5. Identify and explain two components of reading comprehension.

Five Elements of Effective Writing

1. Central idea
2. Organization
3. Supporting Material
4. Expression, word choice, and point of view
5. Spelling, Grammar and Punctuation

Introduction

In lesson two, we will highlight the fundamental elements of writing. Understanding these elements is crucial for effective communication and will help you articulate your ideas clearly. We will also classify the basic components of writing, analyze what makes writing effective, and learn practical strategies to enhance your writing skills. Let's begin our journey into the world of writing!

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Classify the basic elements of writing
- Identify parts of a paragraph
- Analyze the elements of good writing
- Apply the elements of writing
- Describe strategies to develop effective writing skills

Lesson Contents

- Elements of writing
- Strategies to enhance writing skills
- Application of essential/elements of writing
- Approaches to develop effective writing skills

Lesson Learning Activities

1.1 Elements of Writing

Effective and clear communication of ideas can be achieved when the elements of writing are understood well because they focus on a clear, manageable ideas, arguments, or theses around which to organize your writing. These elements of writing enable one to understand fully a text be it a paragraph or an essay. They include a topic sentence, supporting sentences and a concluding sentence.

The Topic Sentence

It is the first sentence in a paragraph which introduces the main idea of the paragraph. However, it may be the second or third sentence sometimes. The topic sentence is the summary of the main idea of your paragraph informing the reader what the paragraph will be about. It contains the topic of the paragraph.

Example:

There are three reasons why Somalia is one of the strategic countries in East Africa. First, Somalia has the largest ports. All Somali regions have access to ports which boost their economic livelihood. Secondly, Somalia has a high standard of education. The learners are taught by highly trained teachers from primary to the university level. Finally, Somalia's cities are clean and efficiently managed. Somali's cities have many gardens and lots of space for people to live. As a result, Somalia is a desirable place to live.

Supporting Sentences

It comes after the topic sentence, making up the body of a paragraph by giving details to develop and support the main idea of the paragraph by giving facts, details, and examples.

Example:

There are three reasons why Somalia is one of the strategic countries in East Africa. **First, Somalia has the largest ports. All Somalia regions have access to ports, which boost their economic livelihood. Secondly, Somalia has a high standard of education. Learners are taught by well-trained teachers and are encouraged to continue studying at university level. Finally, Somalia's cities are clean and efficiently managed. Somali cities have many parks and lots of space for people to live.** As a result, Somalia is a desirable place to live.

Concluding Sentence

This is the final sentence in a paragraph that restates the main idea of the paragraph by using different words.

Example:

There are three reasons why Somalia is one of the strategic countries in East Africa. First, Somalia has the largest ports. All Somalia regions have access to ports which boost their economic livelihood. Secondly, Somalia has a high standard education. Learners are taught by well-trained teachers and are encouraged to continue studying at university level. Finally, Somalia's cities are clean and efficiently managed. Somalia cities have many parks and lots of space for people to live. **As a result, Somalia is a desirable place to live.**

Therefore, it is significant to consider how sentences interact with each other and how your reader will relate to your paragraph. This can be achieved through familiarization with:

- a. Purpose
- b. Audience
- c. Clarity
- d. Unity
- e. Coherence

Activity 1: Group Discussion

In small groups, analyze a provided paragraph and identify its topic sentence, supporting sentences, and concluding sentence. Share your findings with the class.

Analyzing Elements of Good Writing

1. Purpose

Why is the writer writing a text? The answer to this question is the purpose of writing. By definition, the purpose of writing is the objective the writer is trying to achieve or portray in his or her writing. It involves the central idea, which focuses on an idea or an argument.

Writers write texts for three distinct reasons. They are:

- To inform readers
- To persuade readers
- To entertain readers

Tips for Identifying the Central Idea (Main idea)

The main idea or central idea which focuses on clear idea, argument, or thesis around to organize your written work. It comprises selecting subordinate ideas that support your main idea.

- Main idea should be sufficiently limited to attract meaningful discussion.
- Main idea should be clearly stated.
- Main idea should have supporting subordinate ideas.

Developing Purpose Statement

The purpose statement is developed before you start writing a paragraph. It is normally a short sentence that clearly outlines the aim of the paragraph.

The purpose statements are simple and to the point. If you are going to write a paragraph about how to read for purpose, your purpose statement would read something like this:

The purpose of this paragraph is to describe how to read for purpose.

Example of topics followed by purpose statements

Topic: How to cook rice

Purpose Statement: The purpose of this paragraph is to explain to the reader how to cook rice.

Topic: The effects of smoking.

Purpose Statement: The purpose of this paragraph is to highlight the negative effects or results of smoking.

Topic: The horrific game that I have ever watched.

Purpose Statement: The purpose of this paragraph is to describe the horrific game that I have ever watched.

Exercise 1

Writing Purpose Statement

Read each of the following topics and write a purpose statement for each.

1. **Topic:** Your worst experience in class.

Purpose Statement _____

2. **Topic:** Alternative sources of energy.

Purpose Statement: _____

3. **Topic:** The most important invention in the millennium

Purpose Statement: _____

4. **Topic:** My worst family vacation.

Purpose Statement: _____

5. **Topic:** The dangers of fast food.

Purpose Statement: _____

6. **Topic:** How to learn up to 50 vocabulary words.

Purpose Statement: _____

2. The Audience

Keeping your audience in mind as you write a text is one of the fundamental principles of the writing process. The audience in this case refers to the reader. It is an essential skill for any writer to know his or her audience before writing so s/he knows how best to address this audience (in terms of style, tone, etc).

There are two main elements to be considered about the audience:

- a) Person's view, which includes first, second, or third person.
- b) Formal or informal writing.

The first person refers to the person who is speaking and uses the first-person pronouns (I, we, me, us, mine, ours) or first-person possessive adjectives (my, our). In this paragraph, the writer can explain personal experiences using the first person.

For Example:

Last year I went to the Jazeera beach with my cousins. (**I and my indicate first-person**)

The second person's point of view refers to the person who is being spoken to and uses the second-person pronouns (you, yours) as well as the second person possessive adjective (your). This point of view in English is used less frequently than the first and third person (introduced below). It is normally used to give directions or instructions and commonly found in informal writing.

For Example

After filling the bucket, you must then add soap. (**You indicates the second-person**)

The third person point of view refers to the person or thing that is being spoken about by using third-person pronouns (he, she, it, they, him, her, them, his, hers, theirs) as well as third person possessive adjectives (his, her, its, their). Third person is commonly used in academic writing and narrating stories.

For Example

He talked to them before classes started. (**He and them indicate third-person**)

Consistent use of pronoun is a key to developing skillful writing process. It is highly recommended that writers should not shift between first, second, and third person within one piece of writing.

Exercise 2

Recognizing Person

Rewrite the following sentences by using the correct pronoun.

1. When my aunt goes shopping, you always look for new arrivals.

2. Doctors warn people that you should watch what you eat.

3. Ahmed made chicken for dinner. He told his mother that you shouldn't wait until it is cold before eating it.

3. The elements of clarity

It is important for writers to explain their points clearly without vague or indirect language. The wordings have to be specific and concise. The following are ways of improving clarity:

- Clear pronoun references
- Descriptive or precise words

Using clear, simple language in describing an idea in a paragraph improves clarity in that paragraph. A clear paragraph makes it easy for the reader to understand what the writer is describing. Whenever possible and depending on the audience and purpose, writers should generally avoid complex, vague and unclear words in writing. (However, sometimes a writer may need to state things indirectly if writing about a sensitive or potentially conflict-creating idea or point of view.)

Tips to Enhance Clarity

- Use clear, specific, words.
- Sentences should be simple and devoid of ambiguity.

Examples	Analysis
At the 2012 Olympic Games in London, Mohamed Farah of Somali origin broke his own Olympic record in the 100-meter dash. He is a good runner.	Poor word choice: The use of the word good is vague. It does not adequately describe an athlete who has won an Olympic medal.
At the 2012 Olympic Games in London, Mohamed Farah of Somali origin broke his own Olympic record in the 100-meter dash. He is an exceptional runner.	The choice of exceptional is more precise because it tells the reader that Mohamed Farah is more than a good runner (to be able to compete in an international athletic event)
At the 2012 Olympic Games in London, Mohamed Farah of Somali origin broke his own Olympic record in the 100-meter dash.	Other clear words to fit this sentence includes outstanding, phenomenal or unique

Using adjectives or prepositional phrases can make writing more interesting, specific and clear.

For Example:

Unclear Sentence: The students slowly crossed the river. This could be any river so it is not clear what river are we talking about.

Clear and Specific: The students slowly crossed the hazardous. The river we crossed was a particular one that is hazardous,

Unclear: The students slowly crossed the river in the dark.

Specific: The students slowly crossed the dangerous river in the dark.

Specific: The tired students slowly crossed the dangerous river in the dark.

Exercise 2

Choose Clear and Precise Words

Find three alternative descriptive or more precise words than the adjectives given. Use a dictionary to find appropriate adjectives.

1. Good _____
2. Bad _____
3. Fun _____
4. Big _____
5. Small _____
6. Old _____

Clarity in Sentences

It is important to maintain clarity at the word and sentence level.

Example

Vague /unclear	Clear
The guy went to the shop.	Muhsin went to the supermarket to purchase sugar.
Jamila took her things with her when she went out.	Jamila took her computer, sun glasses, and a towel when she went to the beach.
The house was dark.	The house was faintly lit; the only source of light was a candle in the hall.

Use pronoun to Enhance Clarity

Pronouns are used in order to avoid repeating a noun in a sentence or paragraph to make the writing precise.

Explanation	Examples
Pronouns take the place of a person, place, or thing to avoid repetition of nouns. Muna → she Mogadishu → It, its tablet computers → they	Muna worked in the library when she was a student. One of the largest cities in Somalia, Mogadishu. It has close to 4 million people in its metropolitan area. Many schools are purchasing tablet computers because they are portable and easy to use.

Remember to make sure that every pronoun refers to a specific noun.

Unclear pronoun

Children should not be permitted to watch horror movies. They say that these movies can disturb learners.

Precise noun:

Children should not be permitted to watch horror movies for many reasons. Most psychologists say that these movies can disturb learners.

4. Unity

Read this Passage

(NOTE: The teacher trainer can read this paragraph aloud and/or share it on the board or in print)

Cleaning your room is not difficult if you follow some simple guidelines. First, remove all the clothes off the floor. Then you need to separate dirty clothes from clean ones by putting them in appropriate places. Then wash your clothes with shampoo and soap to keep them neat and clean. After that, clean the front part of your house using brooms. Next, dust all of your furniture such as cupboard, table and dresser. Finally mop the floor by sprinkling clean water with soap.

As a writer, you can use a purpose statement to establish your purpose and unity. The purpose of the above paragraph is to explain how to clean your room.

5. Coherency

This is organization of ideas in a logical form. There are three important features of maintaining coherency.

- Consistency
- Repetition of key words
- Use of transitional words or phrases.

Transitional words and phrases

Transition words are **words or phrases** that show your reader the relationship between phrases, sentences, or even paragraphs. When you use them, you make it easier for your readers to understand how your thoughts and ideas are connected.

Example;

Transitional Words			
To give examples	for example	for instance	namely
Extra information	and	next	in addition
Comparison and contrast	in contrast	by comparison	on the other hand
Time	finally	after	before
For emphasize	for these reasons	obviously	without a doubt
Sequence	first, second, third	next	at the same time
To summarize	therefore	thus	in conclusion

Therefore, coherency involves keeping the reader oriented to the central and subordinate ideas in a logical and sequential manner.

Tips to Maintain Coherency

- Introduce the reader to the central idea and the line of reasoning at the beginning of the writing.
- Arrange the materials in a logical and coherent sequence distinguishing the main and the subordinate ideas.
- Use clear transitional words or phrases.
- Conclusion emphasizes the central idea and enable the reader to have a sense of completion of reading a written material.

Activity 2: Writing Purpose Statements

For each given topic, write a concise purpose statement. Share your statements with a partner for feedback.

2.2 Strategies to Improve Writing Skills

Proof-reading

Proofreading is an important step in the revision process. It is advisable to proofread your written work at least twice before submitting it to your teacher.

Activity 3: Discussion

In groups, discuss effective proofreading techniques and how they can enhance writing clarity.

Tips on How to do Proof Reading Check spelling, including technical terms and proper names, is correct.

- The right choice of word to communicate the intended meaning based on purpose and audience.
- Check grammar, syntax, subject-verb agreement, and pronoun/noun agreement, appropriate verb tense and use of possessive forms.
- Check punctuation especially use of the comma, capitalization and full-stop

Proofreading Strategies

The following are the best suggestions to follow when proof-reading any piece of writing.

1. Take a Rest

This is to give yourself time after you have finished writing even if a break of 30 minutes.

1. Read your Writing Aloud

This helps you to read your work more carefully and slowly as well as identifying more errors.

2. Read your Paper Backward

This involves proofreading your writing starting with the last sentence followed by the second to last sentence, the third to last, and so on.

3. Cover your Work

This is covering your writing with another piece of paper except the line that you are reading. This helps in maintaining focus only on the sentence you are reading.

Pretend that you are Someone Else

This is reading your piece of writing as an external reader and not as a writer.

Peer Editing

Exchanging books with a partner and offering suggestions and comments that will help your partner improve his or her writing. Check the comments from your partner to correct your own paragraph.

NOTE: When peer editing, it is helpful for the teacher to provide a checklist to guide the peer review. Items on the checklist can be a general list of aspects of

good writing or can focus on specific areas. A peer editing checklist is an example of a formative assessment tool.

Tips for Peer Editing

Follow these tips for effective peer editing.

- Initiate by saying something specific and positive about your partner's work.
- Respond to the questions completely and be specific.
- Outline suggestions in a direct but constructive way and do not write general comments such as 'This is bad or your writing doesn't make any sense'. A peer editor has to use specific statements such as "this part is confusing due to..."

NOTE: It would be useful for the teacher to model how to provide peer feedback and to have learners practice providing peer feedback guided by a review checklist. The items on the checklist can also be varied depending on the skills being learned and the type of writing that is being drafted.

- Remember that you are commenting on the piece of writing and not the writer. Thus keep your comments only on what you have read.

2.3 Application of Elements of Writing and its Strategies

At lower primary level, writing generally involves three broad areas:

1. Basic mechanics and conventions of writing (handwriting, spelling, capitalization, punctuation and sentence structure) which focuses on content writing that involve carrying a meaning.
2. Relevant and appropriate use of vocabulary; level of detail; the quality, clarity and organization of ideas; evidence of ability to apply skills involved planning and revising a piece of writing.
3. Writing fundamentals (related to reading comprehension): sound out and decode unfamiliar words; correct spelling using knowledge of vowel and consonant blends, root words, and affixes; writing complete sentences that are grammatically correct; writing cohesive paragraphs; correct use of punctuation and capitalization; recognizing strings of words in sentences and paragraphs.

Good writing encompasses learning and Coordinates different abilities. Therefore, it is important to focus on a specific skill that will impact the writing of a particular learner the most.

When learners have acquired a few basic mechanics and some ability to express their ideas in writing, they can be presented with application of good writing that entails planning, revising, and generating multiple drafts of important pieces of writing.

Approaches to the writing process vary, but many approaches describe an initial prewriting stage, during which learners develop ideas and consider what content to include. Pre-writing can include brainstorming, outlining, and using visuals and graphic organizers to lay out thoughts and ideas. The next step entails composition of a draft, which is followed by the revision stage that involves clarification of ideas and reviewing content for appropriateness, relevance, and clarity. Finally, the writer applies the editing process to the piece of writing (which includes proofreading) to correct errors such as spelling and punctuation. It is significant to repeat these steps in order to enhance mastery of writing skills progressively. Using peer review checklists, modeling by teachers and students of how to provide targeted feedback, sharing and reviewing examples of strong and weak models of different types of writing being learned in class, and writing daily are some effective strategies teachers can use to promote the development of writing skills in English (and other languages).

Finally, the writer applies editing process to the piece of writing. This deals with correcting errors such as spelling and punctuation. It is significant to repeat these steps in order to enhance its mastery progressively.

A variety of strategies like proof-reading and organizing content help learners to learn how to plan and revise their writing. It helps learners reread a draft several times by focusing on one specific error at a time.

While learners progress through the primary grades, an emphasis should be placed on content aspects of writing, with content demands growing much more sophisticated. Many conventions of writing like consistency in verb tense, use of parallel language, punctuation and capitalization are learned and deepened over time through regular writing practice. Focus on content in writing instruction remains important as learners are expected to produce progressively lengthier and more complex pieces of work. At the upper grade levels, learners have greater independence in using these processes and are less reliant on guidance from adults than at the lower level. At all levels of primary, constructive feedback from teachers and peers Remain vital for the development and enhancement of writing skills.

Activity 4: Writing Practice

Write a short paragraph on Somali culture, focusing on using a clear topic sentence, supporting details, and a concluding sentence. Share your paragraph with the class for feedback.

2.4 Methods of Teaching Effective Writing Skills

When we think of writing, the fact that learners learn to write in such a short amount of time is incredible. As a teacher, we all want to encourage our learners to learn the skills they will need for a lifetime. It is therefore, necessary to think a lot about how those skills develop or at what age we can encourage our children to start learning skills like how to write. Below are some of the strategies of teaching how to write.

1. Teach Letters.

To teach literacy effectively, irrespective of age and language level, you should start teaching fundamentals of letters. That is what a letter is, how a letter differs from other symbols, name the letters and associate specific sound to respective letters

- Teach learners to distinguish between letters that look the same or letters/letter combination with similar sounds.
- Teach learners capital and small letters and when to use them
- Teach learners about spacing between letters in a word.

2. Phonics

Learning the relationship between sounds and letters is called phonics. (This is different from phonemic awareness that has to do with recognizing and forming sounds in spoken words.) It is important to develop learners' ability to understand phonics, which is the basic key of teaching reading and writing. However, knowing phonics does not guarantee that a learner will be able to read words, sentences, or paragraphs with comprehension.

- Learners need to listen to speech and recognize letters and the sounds they make in words.
- Teach learners how to recognize words that use similar letter blends or spelling patterns that allow them to rhyme. E.g., shoe, shake, shine; make, bake, cake, take.
- Teach learners how to blend letters to make certain sounds.
- For example, consonant blends /sh/, /th/, /ch/, etc.; vowel blends (/ai/, /ea/ /ou/, etc.

One challenge of learning English (for non-native and native speakers) has to do with the relationship between sounds and symbols (letters) in English. In some languages there is a consistent one-to-one correspondence between the letter and the sound made. (This is called transparent orthography). Orthography is the set of conventions or rules for writing in a language). For example, in Kiswahili the word *kitabu* has six symbols (letters) that each relate to one of six sounds. In contrast, in English, many sounds are made using different letters or combinations of letters. For example, the word *weigh* has two sounds that relate to five symbols (letters). (This low level of direct correspondence between letters and sounds is called opaque orthography).

4. Formation of Words.

The main kinds of word formation are prefixes, suffixes, and compounds. As we discussed earlier, affixes is the simplest way of forming words. That is adding a prefix or suffix to the root word to form new words.

When we use compounding, we link together two or more bases to create a new word. Normally, the first item identifies a key feature of the second word. For example, the two bases *back* and *ache* can combine to form the compound noun *backache*, and the two bases *post* and *card* combine to form the compound noun *postcard*.

Teach learners to use letters and sounds to form words once they have mastered letters and their sounds. Let them read more frequently as well as writing to give them the chance to form more words.

Teach learners to distinguish between vowels and consonants, which are the important part in teaching word formation.

4. Sentence Structure

After mastering word formation, teach learners sentence structure, that is, the order of words in a sentence. Knowing sentence structure is necessary in the formation of correct sentences.

- Teach learners to identify nouns and their position in a sentence.
- Teach learners to identify verbs and their positions in a sentence.
- Learners should identify adjectives and their position in a sentence. They should understand that adjectives are describing words and often come before the nouns they are describing.

5. Grammar

Learning to write sentences that are understood and comply with grammatically rules in English sound correctly is an aspect of grammar.

- Teach learners how nouns, verbs and adjectives fit together in a sentence. Learning to apply knowledge of parts of speech is important part of grammar.
- Teach learners to practice writing sentences in the past, present and future verb tense. Tense is important in understanding how to form correct sentences and review coherency within and among paragraphs.

6. Teaching Punctuation

To create a well-constructed sentence we need to use proper punctuation. Teach learners to identify and use different punctuation marks correctly.

7. Introduce the types of Writing.

Teach learners the different types of writings that exist and ensure they are able to recognize and produce them in future. The different types of writing include

- **Narrative Writing** – A narrative is a story and is mostly read for pleasure. They describe incidents that you either witnessed or heard from someone else. They could be sad or happy narratives.

- **Persuasive Writing** – It is a writing which allows the writer to argue out his or her opinion in writing.
- **Expository Writing** – This is the kind of writing that describes or explains an idea

8. Elements of Story Telling

It is important that learners need to learn the basic elements of a story. They include expository, raising action, climax, falling action and resolution. Learning this will give the learners the opportunity to analyze a text written

9. Develop Handwriting Skills.

Handwriting is an important aspect in writing. Give the learners the chance to practice their handwriting. Handwriting is all about practice, as a result, ensure that learners always have exercise to handwrite. Handwriting involves legibility of letters, lettering, precision and clean lines. For struggling learners, assist them in what to do to improve and give them opportunity to identify and fix mistakes.

Lesson Review Questions

1. Identify and explain the basic elements of writing.
2. Discuss the three parts of a paragraph.
3. What are some challenges in English related to letters and their sounds?
4. Identify and explain several strategies to improve reading skills.
5. Identify and explain several strategies to improve writing skills.

CHAPTER REVIEW QUESTIONS

PART A: CONCEPT MASTERY

Answer all the Questions

1. How do you provide opportunities for reading across the school day?
2. What differences do you notice in the range of reading behaviors in your classroom?
3. What strategies could you use to enable learners to become more confident, successful readers?
4. What are the next steps you could take to challenge and extend readers?
5. How do you provide access and opportunities for learners to engage with texts that are interesting, exciting and relevant? Is there a balance of print and electronic resources?
6. How do you provide access and opportunities for learners to engage with texts that are interesting, exciting and relevant? Is there a balance of print and electronic resources? How can you support learners with disabilities (such as those with visual impairments or who have difficulties processing language in writing/print)?
7. What evidence do you have of the impact of your strategies on the reading development of your learners?
8. Read the passage below and identify
 - a. Topic sentence
 - b. Supporting sentence
 - c. Concluding sentence

Gold, a precious metal, is prized for two important characteristics. First, gold has a lustrous beauty that is resistant to corrosion, therefore, it is suitable for making jewelry. Gold remains ever beautiful and does not need to be polished. Another important characteristic of gold is its usefulness to the industry and science. For many years, it has been used in hundreds of industrial application, such as photography and dentistry. In conclusion, gold is treasured not only for its beauty but also for its utility

9. State the two main elements to be considered in relating to your audience.
10. State and discuss the five essential elements of writing skills.

11. Identify and explain the tips of enhancing the
 - a. Purpose
 - b. Clarity
 - c. Coherence
12. Proofreading and peer-editing are one of the best strategies when it comes to the effective writing skills. Discuss the tips of enhancing these two strategies in effective writing skills.
13. Outline the approaches of teaching effective writing skills and how a teacher can apply each approach in teaching writings skills.

PART B: WRITE ON

Answer all the Questions

1. Write a paragraph about the advantages and disadvantages of using Bajaj as a means of transport in Somalia.
Your paragraph should clearly indicate:
 - a. Topic sentence
 - b. Supporting sentence
 - c. Concluding sentence
2. Some students perform well in reading skills and others in writing skills. Discuss the factors that causes such different performances among students learning in the same grade. Discuss a few strategies that can be used to promote the development of reading and writing skills in a class with a wide range of ability levels.

Chapter 3

STUDY SKILLS



Chapter Objectives

By the end of the chapter, the student-teacher should be able to:

- Read and analyze texts
- Use resources and equipment in the library
- Write and use different forms of references

Chapter Content

- Reading for Study Purpose
- Writing references
- Library Science Skills

Lesson 1: Reading for Study Purpose



Introduction

In lesson One, we will focus on reading for a specific purpose. Understanding how to read for meaning is essential for comprehending texts effectively. We will also investigate strategies for reading with purpose, analyze texts, and discuss how to improve our reading comprehension skills.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Define reading for meaning
- Develop a culture of reading for purpose
- Read and analyze texts

Lesson Contents

- Reading for purpose
- Analyzing a text

Lesson Learning Activities

1.1 Reading for Purpose

Activity 1: Group Discussion

In groups, share your thoughts on how reading for meaning impacts comprehension and academic performance. Provide examples from your own experiences.

Reading is one of the four basic language skills to consider. By reading skillfully, the students will understand the entire subject matter better. Reading plays an important role in teaching language. It is a powerful tool for getting a wide range of specific information. It also plays a very influential role in student performance in education. Students who read frequently comprehension possess higher knowledge than students with low capacity reading skills. Therefore, interest in reading should be stimulated as early as possible so that students can understand its role and function. One way of reading for purpose is reading for meaning.

Reading for Meaning

What does it mean to “read for meaning?”

Learners should emphasize on discussing and understanding the content they are reading rather than just pronouncing words correctly, when reading for meaning. Reading for meaning is also called comprehension reading. A teacher can help learners to read for meaning by asking two main types of questions

- ✓ Literal questions
- ✓ Inferential questions.

Literal questions answer the ‘who, what, where, and when’ questions of the text. Some answers to literal questions can be found in the text’s words and pictures are usually easily found when rereading the text and reviewing pictures that accompany the text. They do not leave room for interpretation or require critically thinking about them. The ability to answer literal questions is necessary for comprehending any text, whether fiction or nonfiction.

Example,

When reading ‘*The Queen of Arawelo*’ you may ask a learner literal questions directly from the story as,

- ✓ Who was queen Arawelo?
- ✓ Why was she killing all male children born?
- ✓ What happened to Queen Arawelo at the end of the story?

To answer these questions, the reader can turn to the page that talks about the queen or to the page explaining why the queen was killing male children, or to the page that tell us the end of queen Arawelo. The answers are definitely correct since they are directly from the text and illustrated in the pictures. Answering these questions makes the learner to understand the text deeper.

In the case where learners have difficult of “reading for meaning”, they may be helped and supported through asking literal questions more frequently while reading together. Give hints about where the answer can be found in the book and encourage the learners to ask you questions too. Similarly, if a learner struggles to respond or answer the question from the story, the teacher should encourage him or her to reread the text to find the answers using key words in the questions or pictures. Teachers can also model thinking aloud and the process of looking for hints while answering literal questions using a range of texts. Doing this is especially helpful when learners have developed an instructional level of reading proficiency and to help learners struggling to strengthen their reading comprehension skills.

Inference questions tend to improve the ability to comprehend written information and find the meaning of words in the text. They help to predict the deeper or hidden meaning that could be stated in the text. For inference questions the learner put the ideas together analyze and evaluate information. A teacher can help learners understand what they read by encouraging them to infer (draw conclusions) and supporting their thinking using evidence from the text.

Reading for meaning in schools is applied whenever learners engage in tasks that require reading comprehension skills.

How to improve reading for meaning

Activity 2: Class Presentation

Prepare a short presentation on one or more strategies for enhancing reading for meaning skills, such as improving vocabulary, using context clues, or summarizing texts.

There are several reading strategies that you can begin implementing today to improve your reading for meaning skills. Practicing reading more, will better your understanding of what you are reading. The following are simple strategies to improve on reading for meaning skills.

1. Improve your Vocabulary

Having knowledge of the words you are reading enhances the understanding of the meaning of that text. To improve your vocabulary, you can either look up words in the dictionary or determine the meaning of words when possible from the context. You can also use knowledge of words with similar roots to guess the word's meaning and to see if that guess makes sense within the context of the sentence where the new word appears.

2. Literal and Inferential Questions

Answering the questions from the text can improve the understanding of the text. They can expand your understanding of what you are reading and enable you to find themes, information on the setting/s, and other components of text that you would not otherwise ask about. If questions already exist to accompany the text you are preparing to read, it is useful to read them in advance so that you are reading with a purpose—to look for information as you read to help you answer the questions.

3. Context Clues

Using context clues is a good way to understand what you are reading even if you don't know all the vocabulary used. For contextual clues, see the words and sentences that surround the word that you are not familiar with. To use contextual clues, you need to focus on the key phrases or ideas in a sentence and, based on that information, deduce the main idea of a sentence or paragraph. You can also search for surrounding words that are synonyms or antonyms of the word you don't know.

4. Search for the Main idea

Identifying the main idea of a paragraph or article will help you determine the meaning of that paragraph or article. When you understand why you are reading, you will be better understanding of what the author is trying to convey. Take a break from reading every few paragraphs and find out what the main idea is. Put these main ideas in your own words for further understanding.

5. Summarize What you have Read

Increase your knowledge of what you have read by writing a summary. Summarizing requires you to decide what is important in the text and then paraphrasing them. Summarizing is a way of evaluating you on how deep you have understood what you have read and better recall what you have read in the long term.

6. Break up the Reading into Smaller Blocks

If you are reading longer or more difficult text, you should break it up into smaller reading blocks. For instance, read some paragraphs or so at a time and then stop to summarize them in your mind. It is advisable that you break down what you are reading into blocks that you can read comfortably and give you a better chance of really understanding the information in the text. Large paragraphs always overwhelm and become difficult to understand. This is especially the case when the reading material is at the frustration level and to a lesser extent at the readers' instructional level.

7. Avoiding Distractions

If your focus is diverted, your ability to comprehend what you are reading will be negatively affected. While reading, even if it is a simple email, avoid distractions and focus on the text. This will help you draw your attention to what you are reading and knowing if you understood what you read.

8. Read a Book below your Reading Level

It is important to start reading books of a lower level compared to your current level because you will then be comfortable, less challenged and can understand with ease. This level of reading is sometimes called one's independent reading level. This will enable you to develop a starting point or baseline upon which you will build your reading skills and advance to reading materials at higher levels of difficulty. Teachers should use a combination of books at both the independent and instructional reading level of the majority of learners in his/her classroom.

One way to determine whether a text is at the independent or instructional reading level for learners is asking them to read a grade level text aloud and to monitor the number of errors that the learner makes when reading aloud as well as how many of these errors the learner is able to self-correct without prompting and how well the reader can then answer literal and inferential questions about the text afterwards.

9. Re-read Text to Ensure Understanding

Re-read the sentence or paragraph whenever you feel you don't understand that paragraph or sentence until you get to understand it. We don't have the number of times of re-reading, but re-read until you understand. When re-reading, read slowly and try to look-up for the definition of new words encountered in the dictionary or context to know their meaning. When you are conversant with the words, your understanding of the sentence or paragraph will be enhanced.

10. Read Aloud

Reading a text aloud combines both visual and audio learning into your reading comprehension practice. It also makes the learner to slow down and gives him or her more time to comprehend what he or she is reading.

1.2 Analyzing a Text

Analyzing a **text** or story, entails considering **elements of a book** such as the context, setting, characters and characterization, plot, and themes. It is important to note that text reading **analysis** is not a **summary** or review of the book, but rather an explanation of the theme and the argument about it based on the text. When reading analyzing a text, we find out how the elements contribute to the development of the story (if it is a narrative), how the arguments support the thesis or opinion that focused the text (if it is an essay), and how the details contribute to the key information being shared (if it is an expository piece of writing).

We will discuss the elements of the book analysis in details. The elements include;

1. The author
2. The book's title/chapter titles
3. The plot analysis
4. The theme
5. The settings
6. The characters

Activity 3: Group Work

In small groups, choose a short story. Identify and discuss the author, title, plot, themes, setting, and characters. Share your analysis with the class.

1. The Author

It is important to know the author of a story. When we know who wrote the book we shall get the purpose or the objective(s) as to why the story was written. Therefore, the author's information can be important part of supporting reading comprehension.

Why do Authors Write Stories?

There are at least three distinct reasons why writers write books or articles

- ✓ To persuade
- ✓ To inform the reader
- ✓ To entertain the reader

You can remember the three reasons using the acronym PIE (**P**ersuade, **I**nform and **E**ntertain)

- a) **To persuade** – the author shares his/her opinion with the reader
- b) **To inform** – the author presents facts to the reader
- c) **To entertain** – the author amuses the reader

2. The Book

The type of the book will give us clues about the possible purpose of the writer for creating a particular text. The information the reader gets from a text depends on genre of the book. Two frequently used genres of books are;

- a) Fiction
- b) Non-fiction

a) Fiction

A fiction book, which is not based on a true story. It is an imaginative narrative that sometimes has a moral or lesson.

Example

- ✓ Lying gets you into more trouble than its worth- this is caution to a liar
- ✓ Everyone can learn from their mistakes- tells someone who has asked for forgiveness.

Through fiction stories, the author tries to persuade readers to believe that the moral or lesson conveyed in the story is true. But sometimes we may not relate the fiction stories to real life situations, for example, they may not have moral or lesson, but they are entertainment through the use of funny characters and imaginative settings.

b) Non-fiction

They are based on events that happened in real time. They present facts and usually give information to the reader. They sometimes try to persuade the reader to act on the information provided.

For Example;

- ✓ To help save an endangered animal.
- ✓ To conserve environment.
- ✓ To recycle, reuse and reduce.

3. The Plot Analysis

A plot analysis is an accurate narration of the story from the start to the end. It gives a summary of events happening in the story in a chronological order. These events should only include the major ones in the story. A good plot gives a general understanding of book- whether fiction or non-fiction,- its -themes, locations and characters in the story while focusing on what happened.

4. The Theme

The theme in a story portrays the main message the author wants to convey in his or her story. It is the main or central idea in the story. The theme gives the story a meaning. In other words, what critical belief or truth about life does the author try to convey in the writing of a novel, play, short story or poem.

The theme of a story can be conveyed through the characters, setting, plot, or a blend of all of these elements. It links the main idea of the story and the elements of the story together

A story can convey more than one theme. As such these themes can be categorized into two main groups

- ✓ Main theme
- ✓ Minor theme

The main theme is the idea that is portrayed throughout the story and conveys the main reason the writer is writing the story.

5. The Setting

The setting could be a place, time or mood. That is, where, when and how the story took place. The place could explain the environment that the story took place, for example, geographical location as lakes, mountains, beaches, schools, theatres, etc. The time, besides hours, day or night, can include seasons like winter, summer as well. The mood explains how the situation surrounding the characters in the story was such as happy, sad, calm, tense, etc.

Example 1

Read this text extract from a story and identify different aspects of the setting.

The sun was setting in the evening sky, and Kassim slowly turned and walked towards his home. Everything was silent and still. He could see an elder brother Nageye watching a football game on the TV through the window. Nageye was at home from his first year of college in the city. It was lonely at times, but Kassim felt it was rather nice to not be in Nageye's shadow during his last year of high school.

Answer

Time: evening, last year of high school, sunset, and modern times,

Place: Kassim's home, city

Mood: Silent and still, lonely

6. Character

Characters are people who are taking part in the story. Writers use characters to develop the theme of the story. Characters do the actions and dialogue in the story. animals, things and other creatures may be personified to do what human characters do. They, too, can become characters in that story. A story can have only one character or many.. They create conflicts which may be inner ones (within him/ herself) or within nature and other settings. Most stories have multiple characters interacting, with one another, some of whom cause conflicts in the story.

Types of Character

Major Characters

These are characters that through their actions help to develop the main theme/s of the story and these characters are usually the most important or major characters. They often appear from the beginning of the story to the end. There are of two major characters.

Protagonist

These are the main characters that the story focus on. The conflicts emerging from the story are largely caused by their decisions. Such conflicts can be internal – between characters or external forces – between characters and nature or characters and their fates and choices.

Antagonist

This character, or group of characters, are the sources of conflict for the protagonist. Most of the time, an external factor may cause the conflict. For example, the environmental force may cause conflicts between a character and nature or the cultural or traditional.

The role of antagonist is that it suffocates what the protagonist stands for in the story. The antagonist always counteracts the protagonist. For instance, if a protagonist is a hero, then the antagonist is a villain and vice versa.

b. Minor Characters

These are the other characters in a story, though they are not as important as the major characters, they still play a big part in the story. Their activities help move the story forward.

Lesson Review Questions

1. Explain what is meant by reading for meaning.
2. In a class presentation, outline simple strategies for improving reading for meaning skills.
3. Identify two genres that can be used to tell stories.
4. State two types of themes in a story.
5. Name two types of major characters in a story.
6. From a story that you have read or told, role play to show the difference between a protagonist and antagonist in a story.
7. What are some of the roles of the antagonist in a story?

Lesson 2: Referencing



Introduction

In lesson two, we will delve into the essential practice of referencing. Proper referencing is crucial for academic integrity and helps you acknowledge the sources of your information. You will learn how to cite sources correctly, use quotation marks, and identify different citation styles.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Cite sources properly
- Use quotation marks effectively
- Identify and use different styles of citation

Lesson Content

- Quotation
- Citation
- Professional referencing

Activity 1: Discussion

In pairs, discuss why referencing is essential in academic writing. Share examples of what can be referenced.

Lesson Learning and Teaching Activities

2.0 Definition

In the process of writing a research article, you may need to use different sources including textbooks, journal articles, online sources, etc. When that is the case, you need to acknowledge the sources of the information being cited or paraphrased. Acknowledging the source is called *referencing*. We can reference sources in two ways:

1. In-text referencing or citation usually done in the body of the article
2. Reference list or bibliography which involves linking your citations to your list of works cited

Information, which must be referenced includes:

- a) Exact written words-It is important to note that precise words must be put in quotation marks.
- b) Summarized or paraphrased text
- c) Data
- d) Images, pictures, illustrations, designs, drawings or plans
- e) Ideas, concepts theories. opinions or analyses
- f) Music, other performance media and computer code

Types of Referencing

1. Quotation marks
2. Citation
3. Professional referencing

2.1 Quotation

When doing research, you may need to use someone else's ideas, findings, and analyses without paraphrasing. To do this, you have to employ quotation marks around the cited content. Words placed in quotation marks are not originally from the speaker or writer but are originally from some other sources (preferably those that are reliable, balanced, updated regularly, and from experts in the field of study).

To quote a source, you have to make sure that:

- The imported text is enclosed in quotation marks or written in block quote style without the quotation marks.

- The original author's name is correctly cited.
- The text is identical to the original. It should not be paraphrased
- The date the source you are quoting from was published should be in parentheses

Note: Quoting enables you to use another person's information without plagiarizing and to give credit to the originator of the ideas, findings, and analyses.

2.2 Citation

At times we need to use information from other sources. To do this you need to cite the source of the information. Using citation simply means allowing your reader to know where you obtained your information. To cite you need to give the following information:

- ✓ The author (first and last name)
- ✓ The title of the source material
- ✓ The name and location of the publisher
- ✓ The date of publication
- ✓ The page numbers from which you are extracting the information.

Importance of Citation

Activity 2: Discussion

In small groups, explore the reasons for citing sources and when it is necessary to do so.

Knowing how to cite sources properly helps you to recognize the original author by citing where you got the information from (sources). This is the only way to use other people's work legally without plagiarizing. Beside this, we also use citations because of the following reasons:

- a. Citations are very helpful to anyone who wants to find out more about your ideas and where you got them from.
- b. Some sources may be good and others may not. – In cases where your own ideas may be more accurate or reliable than those of your sources. Therefore, correct citations will keep you from taking the blame for someone else's bad ideas.

- c. Citing sources shows the amount of research you've done.
- d. Citing sources reinforces your work by lending outside support and credibility (if the sources are reliable, recent, from experts in the areas under study, and use reliable/recent/expert-cited sources themselves) to your ideas.

When do I need to Cite?

Everytime you extract words or ideas from another source, you need to acknowledge the source. The following situations require citations.

- When you use quotes.-This means when you use the exact words of other people in your text
- When you paraphrase.-This means writing or saying the copied text from other sources in a different way.
- When you use an existing idea that had already been expressed by someone else.
- If you want to make particular reference to the work of another person.
- If another person's work is necessary or important in creating your own ideas.

2.3 Professional Application of Citations

There are at least two commonly used style in citing sources. They are;

1. Modern Language Association (MLA)
2. American Psychological Association (APA)

1. Modern Language Association (MLA)

Can be used for the in-text citations and reference list is included at the end of the text.

a) In-text Citation

Put the information you are borrowing from a source without paraphrasing the author's name of the source and then the page number in which the information is found. This citation is done within the text.

"Information borrowed," (name of author or book title, page number)

Example

Suppose I want to borrow some information from English grade 5 –“*Although Jamila’s arm was broken, she went to school*”; - which is in page 126, the in-text citation will be,

“Although Jamila’s arm was broken, she went to school,” (English grade 5, p126)

b) Reference List Citation

When using reference list, start with the name of the author-either names or company, followed by the book title, publisher and date of publication. This is done at the end of the article you are writing.

Note: The book title is separated from other items by a full stop.

Example

Suppose you want to cite a book entitled English Grade 5 Students’ Book published by Beder Publisher and written by Ministry of Education, Somalia

The citation will be,

Ministry of Education, Somalia. English Grade 5 Students’ Book. Beder Publishers, 2020

2. American Psychological Association (APA)

The **APA** style of citation requires two elements

- a) In-text citations throughout your assignment
- b) Reference list at the end.

a) In-text Citation in APA format

“The information cited”, (Last name of author, year of publication, page number from where the information is taken.

Example

“Education is key to success” (Ali, 1994, p.21)

This means the cited information “Education is key to a success” is borrowed from page 21 from a book written by Ali in 1994

Lesson Review Questions

1. Define the term referencing.
2. Name three features of referencing sources properly.
3. State what information must be included when referencing sources.
4. Differentiate between in-text citations and reference lists.
5. Distinguish between quotation marks and citing sources.
6. Name two styles used in professional citation.
7. Why is it important to know how to cite sources correctly?
8. When do we need to use citations?

Lesson 3: Library Science Skills



Introduction

In lesson three, we will emphasize essential library science skills. Understanding how to effectively use library resources is vital for academic success and personal development. You will also learn about classifying and cataloguing information in libraries, as well as the importance of these skills.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Define library skills
- Classify information in the library
- Catalogue information in the library
- State the importance of library science skills

Lesson Content

- Classification of information in the library
- Cataloguing information in the library
- Importance of library science skills

Lesson Teaching and Learning Activities

3.0: Introduction to Library Science Skills

Library science is the field of study that teaches the use of books and other information, particularly through the collecting, preserving, and organizing of books and other materials in the libraries.

Libraries play an important role in education both in schools and colleges and in local communities. They manage an ever-increasing number of materials including DVDs, CDs, magazines, books, and computer resources. In addition to learning how to use these resources, librarians need to be good at serving the students or the public by helping them access and use these resources in a creative and effective manner.

Some of the topics you may encounter while studying library science are book preservation, long-term digital archiving, library or information center management, children's literature, cataloging, research methodology, inventory development, and archive management.

3.1 Cataloging Information in the Library

A library catalog is a list of books and other image material in a library, arranged in a recognized order, which contains certain bibliographical information for the identification and location of the cataloged material.

Library catalogue involves three aspects.

1. The list of books, maps etc. arranged according to some defined plan or sequence.
2. Documents in a library or in a collection forming a portion of it.

Function of Library Catalogue

To categorize any work in a library by author, translator, editor, writer, series, or corporation as the author under which entries are made and a reader likely to be looking for a book.

To arrange topic entries so that related topics are linked and fit together.

To arrange subject area entries so that related subjects will follow together.

Record titles of works when necessary, i.e. if it is a fiction or a popular work or if it was written by more than three authors or if it is a completed with or without edits. So there may be more than one edition.

To list the call number by which books may be located or obtained in the library shelves.

To work as a book selection tool for a new or small library.

To help researchers and readers know what materials are available in the library on a particular topic.

Activity 1: Discussion

Discuss the importance of cataloging in libraries and how it helps users find resources.

3.2 Classifying Information in the Library

Classification can be used in different life activities (e.g., classifying healthy versus non-healthy foods, classifying characteristics to admire and not admire in persons we know, classifying types of priorities by levels of importance, etc.)

The library classification aims to create a system out of the disorder and provides a comprehensive overview of the documents on a topic. As soon as an orderly arrangement is achieved, the time of the subsequent reader as well as the librarian is saved.

Importance of Classifying Information in the Library

1. Helpful Sequence:

Helpful order. The classification helps organize the documents using a method that is most convenient for users and library staff.

2. **Correct Replacement**-Whenever document are taken from a shelf, they should be replaced in their proper places.

3. **Mechanized Arrangement**-It means making a certain arrangement suitable for the library so that the arrangement remains permanent.

4. **Addition of new document**- The library would acquire new documents from time to time, so the library classification system should help place each new item logically into the library's existing collection.

5. **Withdrawal of document from stock**-In this case there is a need to remove a document from the library inventory for whatever reason, and then the library classification system should facilitate such removal.

- 6. Book display**-Display is adopted for a special exhibition of books and other materials on a given topic.

Activity 2: Debating

In groups, debate the pros and cons of digital libraries for teachers, learners, and communities. Consider the advantages and challenges they present.

3.3 Importance of Academic Libraries in Schools

It develops students' reading habits. Libraries are important source of knowledge for young minds in schools. Every school ought to have a library. The school library plays an important role in the life of students to cultivate a love of reading and the value of exploring new ideas. especially if the materials are not at a frustration level for the learner. The school library is one valuable source of knowledge. The importance of a library in every school cannot be emphasized enough.

Libraries have positive influence on student performance. Students can perform better during the exam by reading different books, which are all found in the library.

Libraries make the classroom teacher's job easier and ensure that every student has equal access to resources regardless of housing options or restrictions.

Libraries conduct independent learning programs that integrate information resources and technology. They prepare students with the skills they need to thrive in an ever-changing technological, social, and economic environment.

Libraries assist class teachers to plan, implement, and evaluate research-based programs that ensure students acquire skills to gather, critically analyze, and organize information, solve problems, and communicate results. They provide and promote high quality fiction to develop and maintain the habit of reading for enjoyment in students and to enrich students' intellectual, aesthetic, cultural and emotional growth

Libraries account for differences in learning and teaching styles by providing and equal access to a wide range of curriculum resources, fiction and non-fiction, digital, print, audio and video. Libraries provide teachers with access to relevant curriculum information and professional development materials in and out of school; and opportunities for collaborative planning, implementation and evaluation of learning programs

Lesson Review Questions

1. State the functions of library cataloging.
2. Highlight the significance of academic libraries in schools.
3. Name three aspects of a library catalogue.
4. Describe the importance of classifying information in the library.
5. How does a library center influence the community?
6. Explain how libraries provide teachers with relevant information about the curriculum.

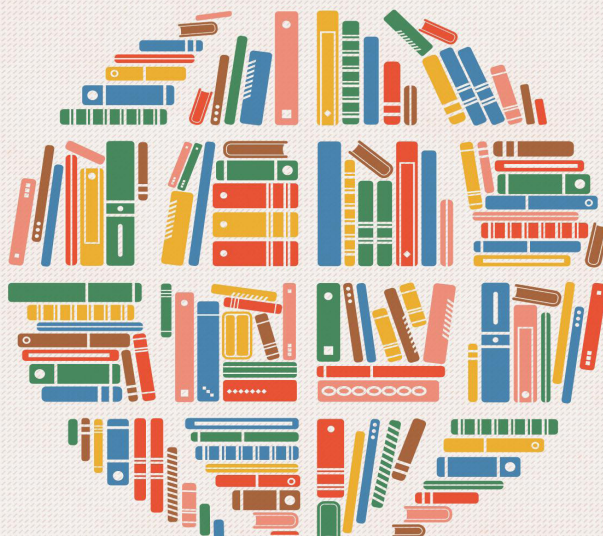
CHAPTER REVIEW QUESTIONS

PART A: CONCEPT MASTERY QUESTIONS

Answer all questions

1. Literal questions answer the questions _____, _____, _____, _____, _____.
2. Explain how reading for meaning will develop vocabulary
3. State the elements of book analysis
4. Why is it important to know the author of the book when analyzing a book?
5. Explain the reasons why writers write books
6. Differentiate between fiction and non-fiction stories.
7. What do you understand by the word plot analysis?
8. Describe what a settings as part of a book analysis
9. Describe the role of the characters in the story
10. Explain the roles of protagonists and antagonists in the story.
11. "Experience is the best teacher" (Ali, 1994, p.21). Interpret this citation
12. The sorrow of a woman is a book written by Mohamed Ali and published by Mogadishu Publishing House in 2000
 - i) Use MLA style of referencing to write the citation properly.
 - ii) Use APA style of referencing to write the citation properly.
13. Read the extract from the following story and provide details about the setting from the extract

Mr Ali Adam was a rich Somali from Baardheere. He had come to live and work in Banadir, but he did not want to live in Shibis. He did not want to live in the city. He wanted to live in the countryside outside Mogadishu. Garasbaley was a small and very nice house near Mogadishu. Mohamoud, the owner, wanted to sell it. So Mr Ali visited Garasbaley. 'I do not live in Garasbaley,' Mohamoud said to Mr Ali. 'I do not want to live there. The house has a ghost - The Mohamoud Ghost.' 'I come from Baardheere,' said Mr Ali. 'Baardheere is a modern city. I don't believe in ghosts. Have you seen this Mohamoud Ghost?' 'No,' said Mohamoud, 'but I have heard it at night.' 'I don't believe in ghosts,' Mr Ali said again. 'No one has found a ghost. No one has put a ghost in a museum. And you haven't seen this ghost either.'



Chapter Objectives

By the end of this chapter, the learner should be able to:

- Analyze language development through informative play
- Develop creative thinking skills through images and aesthetic dimension of literature study
- Improve aesthetic dimension development through memorization of short forms of oral narratives
- Appreciate their own cultural and heritage as well as those of others
- Develop emotional intelligence and creativity

Chapter Content

- Poetry
- Drama
- Proverbs and Idioms
- Riddles and Tongue twisters



Introduction

In lesson one, we will concentrate on the art of poetry. Poetry is a unique form of expression that uses language, imagery, and rhythm to convey emotions and ideas. You will also study about the fundamental concepts of poetry, including its structure and the stylistic devices used by poets.

Lesson Objectives

By the end of the lesson, the learner should be able to:

- Define poetry and its terminologies
- Analyze the stylistic devices used in poems

Lesson Contents

- Introduction to the poetry
- Stylistic devices used in poetry

Lesson Learning Activities

1.1 Introduction to Poetry

Poetry refers to the study of poems. A poem is an artistic arrangement of words written in verse that uses language, imagery and economy of words to communicate.

Poet uses poetic language, which allow him/her to use it freely as the poet has license to economize words that suit the theme of the poem.

A poet is the writer or a person who writes of the poem. The narrator in a poem is known as the **persona** and what the persona talks about a given topic is called the **subject or subject matter**. It is the main idea in the poem. It gives the reason why the poet is writing the poem. The subject matter is also sometimes called the **theme**.

In many cases the voice speaking in the poem or the persona may not be necessarily the poet. For example, the persona can be a female voice denouncing men but the writer of the poem is a male.

The Structure

It refers to how the lines in a poem are combined. For example, a poem can have three, four, or five stanzas (which are like paragraphs in other types of writing, only shorter and not always in complete sentences), and each stanza can have several lines.

The regularly used structural devices in poetry includes: contrast, illustration and repetition. They indicate the way a poet has developed his/her poem.

Example

Read the poem below

The Girl Next Door by G.R. Lazarus

She was the girl next door
Beautiful booming and shy
Our interaction was measured
Our chemistry guarded
But she was curious and hideous
Then she was of age and I married
But more lustful and hideous

- By G.R Lazarus

Exercise 1

Identify the structure, the persona, the poet, the subject and the subject matter (theme) of the poem of the poem below

Clarity by Hadrawi

I've still not admitted defeat,
nor have I withdrawn:
that high inspiration,
that talent I was endowed with,
has not been discarded.
Its milk-camel's capacity to fill
the dairy pail is undiminished –
apart from my deliberate delay,
there is no difference in me.
So I have a few points to make
to deal with the spreaders of doubt.
When men dedicate to the struggle
and determine to fulfil their duty;
when they ready themselves for the charge,
amass the finest thoroughbreds;
when the reins are on the racers,
I never step aside.

Activity 1: Group Work

In groups, identify the structure, persona, poet, subject, and theme of the poem "Clarity" by Hadrawi.

1.2 Stylistic Devices used in Poetry

The variety of techniques that give additional meaning, ideas, or feelings to the poem are called **stylistic devices**. They are also called **figures of speech**. Stylistic devices create images in the readers' minds and place emphasis on powerful images, ideas, and feelings, or help clarify the text's meaning in the hopes of engaging the reader.

a) Rhythm in Poetry

Rhythm in poetry is achieved through the repetition of words or sounds. It is the repetition of sounds at the end of lines in a poem. This repetition can be in form of a scheme or a pattern that runs across the poem or just in a few lines.

Example:

Note: The teacher trainer reads aloud

Read the excerpt from a poem Believe in Yourself by Edgar A. Guest below;

They said we should be honest

And taught us to be the best

In staying pure and chaste

But I feel and look like a guest

Because here, to be best

Is to be corrupt with zest

In this poem the end sounds /est/ has been repeated several times and therefore the poem has rhyme. When identifying rhyme only sounds should be considered not words.

Sometimes words rhyme although they have different spellings, so it is important to only consider how words are pronounced and not written. For example, the words day, weigh, grey and bouquet rhyme for they all end with the /ai/ sounds as in /dei/ /wei/ /grei/ and /bukei/ but they have different spellings at the end.

Internal rhyme refers to the use of rhyming words within a line of a poem e.g.

Although they set a target**et**, it was not met**t**

So she devised a different struct**ure**, amidst the troubled fut**ure**

Rhyme scheme is a pattern that is created by repetition of sounds to create rhythm. The rhyme scheme can be regular or irregular depending on whether the next set of sounds can be predicated or not. Letters of the alphabet are used to represent sounds in a rhyme scheme.

This is the debt I **pay** (a)

Just for one riotous **day** (a)

Year of regret and **grief** (b)

Sorrow without **relief** (b)

Pay it, I will to the **end** (c)

Until the grave, my fri**end** (c)

Gives me a true rele**ase** (d)

Gives me the clasp of **peace** (d)

Slight was the thing I **bought** (e)

Small was the debt I **thought** (e)

The rhyme scheme in the poem above is seen in the pair of lines. This rhyme scheme is a regular one because we can easily predict the next sound of the next line. It develops a rhythm in poetry and also emphasizes the meanings of the words that rhyme.

b) Alliteration

In a poem, sometimes the initial sounds of the words in a line are repeated. The repetition of initial consonant sounds in close proximity in order to create rhythm is called alliteration.

Example,

Halima sang a sad song – the alliteration is in the initial sound /s/

They lasted longer than they had last time – the alliteration is the initial sound /l/

c) Consonance

In poetry sometimes the consonant sound is either in the middle of the word or at the end of the words in a line in the poem is repeated. The repetition of such consonant sounds present at the middle or at the end of words is called consonance

Example

Feisal foughtt and thoughtt about it – the consonance is the last sound /t/

She had talked aboutt it a lot – the consonance is the last sound /t/

Exercise 2

Identify examples of alliteration and consonance in the poem below.

Hague

The gloomy gallant faces

Stare sadly at their fate

The silent voices so eloquent

Begging for justice as for justified

'No love between neighbours

Is the biggest sin on earth?'

d) Assonance in Poetry

Assonance is the repetition of vowel sounds to create a rhythm.

Exercise 3

Describe assonance in the poem below.

Politics

All his life Jama had thanked her
Pleading heaving and leaning on false fortified force
Filth sickly and sinful to her hateful eyes
Booing him she looked good—sly fly and likely to puke
She had slept with him and borne him a boy
The boy was buoyant and young
I am their only son and they are rival politician

d) Imagery

This is the use of metaphorical language, which creates mental pictures in the minds of the readers. The mental pictures are created using the following styles:

i) Metaphor

It is the direct comparison to something using the quality of something else in order to show that they share such an attribute.

Example

Warsame is a lion. He is directly compared to a lion because he possesses the quality of a lion, which is braveness or strength.

ii) Simile

This is making a comparison of two things using words like as...as and like.

Example

Samira shines like the moon.

iii) Symbolism

Sometimes in poetry we use of objects or things that represent a deeper meaning. This is called symbolism

Example

A snake is generally considered to be an example of evil and trickery; whiteness is a symbol of purity, blood a symbol of violence and death.

iv) Personification

Animals and other things may be given qualities or characteristics of human beings. This is called personification. For example, when we say a tree whispering, a stone crying, an elephant talking. The tree, stone and elephant have been given human attributes whispering, crying and talking respectively.

Exercise 4

Describe imagery in the poem below.

He toiled from dawn to dusk for a piece of silver
He was a lioness in the hunt for meat
Many days the needs grew as the muscles moaned
Six pack albs, triceps and biceps winked
His lean body mysterious like an aphrodisiac
Was a source of lustful admiration to the master's wife?
who wished her husband had such a body
Yet the husband was full of silver
She did not wish her husband to lose the silver
She wanted the lean body and the silver
But it seemed it was difficult to have both

In the poem, silver is used symbolically to represent wealth or money (Symbol). The man is said to be a lioness, which means he was very brave and determined as a lioness usually is when it wants to kill a big game (metaphor). The six pack albs, are said to wink which would be personification to show that they were tempting and charming. Also the muscles moaning is another personification. His lean body mysterious like a aphrodisiac—this is a simile which shows how handsome the man is.

v) Irony

Sometimes in poetry, there is a contradiction between what is written in the poetry and the expectations of the reader. This is called irony. Therefore, irony in poetry occurs when there is a contradiction between what the reader expects and what happens in the poem.

vi) Satire

A poet may want to criticize a group of people or a person indirectly. This is satirical. A satire is a figurative speech where a persona uses a mocking language to criticize people, things or situations. The poet creates characters at whom we can laugh, especially by depicting them in a ridiculous way.

vii) Mood, Attitude and Tone in Poetry

1) Mood

This is the feelings you get when you read or the feelings an audience might experience reading or listening to the poem. A poem that talks about a funeral or death will certainly have a sorrowful or sad mood, whereas, one that have references to a wedding or any celebration will likely have a happy or jovial mood.

2) Attitude

This is the feelings that the persona has towards the subject in the poem. For instance, in the poem the persona may describe someone who is corrupting children and oppressing people using words like disgusting, blemish, rogue etc. We can define attitude into two ways:

- The poet's attitude towards his subject (what he is writing about)
- A poet may choose to write about attitudes that are not his. His subjects (characters in his poem) can have their own attitudes towards one another or towards a certain issue.

3) Tone

This is the nature of the voice used in a poem. It is important to know what the poem is talking about in order to identify the tone of the persona. The tone of the persona is closely influenced by the attitude towards the subject and the general mood of the poem. For instance, if the persona loved the subject and his attitude towards it was living; if the subject is dead, then the tone would be sad, if the subject is around it might be loving tone etc. If the persona is a father talking to a son in a polite way then the tone can be patronizing.

Some adjectives to describe tone in poetry

Sarcastic	Remorseful	Obnoxious	dull	Guilty
Alarmed	Dreary	Light	Startled	Doubtful
Sadistic	Happy	Heavy	Horrificed	Irritated

Sad	inquisitive	Disgruntled	Political	Narcissistic
Mocking	Hurtful	Devoted	Foolish	Enlightened
Loving	Liberal	Bitter	Sour	Sympathetic
Mysterious	Conservative	Angry	Intelligent	Prayerful
Clever	Religious	Resentful	Hateful	Annoyed

Adjectives for attitude in poetry

Joyous	Angry	Cold	Warm	Agreeable
Contemptuous				
Calm	Delightful	Kind	Trustful	Sadistic
Cheerful	Playful	Fearful	Resentful	Appreciative.

Adjectives of mood in poetry

Serene	Calm	Resentful	Happy	Fearful	Sorrowful
Somber		Melancholic	Jovial	Reflective	Meditative
Nostalgic		Thoughtful.			Angry

Exercise 5

Read the poem below and select words to capture the poem's mood, tone and attitude. Explain what words and phrases in the poem led to your selections.

Oh Clansmen, Stop the War (*Waar Tolow Colka jooja*)

By: Salaan Carrabey

You killed Rabjaan in revelry
 And in transgression of custom
 And up to today a stick has not been broken for him
 And we remember well-known Jaamac
 Who was the first in oratory for us
 We know about what happened in the past
 No one is more close to each other than us
 And yet there is anger between us
 If you devour each other I won't respect you

It's as much as I'll join forces with one side
And join in the attack on the other
It is as if my fingernails are
Cutting up my stomach
And I shall die of anger iqu
And grief and rage
My power will diminish
So say together "I seek protection from Allah"
Oh Clansmen, Stop the War!

h) Onomatopoeia

Sometimes a poet uses words that imitate the sound they describe. This is called Onomatopoeia.

Words such as buzz and crack are onomatopoeic.

i) Hyperbole

A poet has freedom to use exaggeration in his work. A stylistic device of using exaggeration is called hyperbole. For example, "Go and Catch a Falling Star."

k) Synecdoche

A figure of speech in which a part is substituted for the whole. An example: "Lend me a hand."

Lesson Review Questions

1. Define poetry.
2. Discuss the stylistic devices used in poetry in groups.
3. What is the difference between a poet and a persona?
4. Differentiate between mood and attitude in poetry.
5. Explain what is meant by poetic diction.

Lesson 2: Drama



Introduction

In lesson two, we will address the fascinating world of drama. Drama is a powerful form of storytelling that presents events through dialogue and performance. You will learn about the definition of drama, its types, and its purposes.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Define drama
- State types of drama
- Describe the purposes of drama

Lesson Contents

- Introduction to drama
- Types of drama
- Elements of drama
- Functions of drama

Lesson Learning Activities

2.1 Introduction to Drama

Activity 1: Group Discussion

In groups, discuss the definition of drama and how it differs from other literary genres. Share examples from plays, films, or radio dramas you are familiar with.

Drama refers to fictional or non-fictional events that are presented through written dialogues that can be performed on stage, film, or the radio. Dramas are also called plays, and their authors are known as dramatists or playwrights.

To achieve dramatic effects, playwrights attempt to progressively build the audience's feelings and anticipation as the story develops from the beginning through the middle, climax, and resolution. Dramatic tension builds as the audience keeps guessing about the next events and anticipating the outcomes of those events. In a mystery play, for example, dramatic tension builds throughout the play until a climax occurs. Sometimes plays have more than one climax—which as a reminder, is the point in the story where things change significantly for the protagonist.

Dramas depend greatly on spoken discourse to keep the audience informed about the characters' feelings, personalities and plans. Since the audience sees characters in a drama living out their experiences without any explanatory comments from the authors, playwrights often create dramatic tension by having their characters deliver soliloquies and asides.

2.2 Types of Drama

Dramatic performances are generally classified into specific categories according to the mood, tone, and actions depicted in the play. Some popular types of drama include:

There are four major types of drama: comedy, tragedy, tragicomedy, and melodrama. These types originated at different times, but each of them has its characteristics.

Comedy-is a type of drama that aims to make the audience laugh. Its tone is light and has mostly a happy endings.

Tragedy-is a type of drama in which the protagonist or hero is brought down by his/her flaws. Murders, deaths, insanity and pain are among the most common ideas in tragedies. These darker themes usually causes human suffering in a dignified and thought-provoking way. The main characters normally have some kind of weakness or defects that causes their eventual downfall.

Tragicomedy-is a special kind of drama that combines the features of tragedy and comedy. This implies that plays of these nature may be sad at the beginning but at the end they have a happy ending or some sense of humor is coming out in the whole play.

Melodrama-This is a kind of drama where everything in it is overdone or exaggerated to bring out the theme or character strongly. It is sometimes called exaggerated drama. Such dramas are always simple. The characters in such drama are single-dimensional to create a strong feeling of the theme.

What is the difference between Comedy and Tragedy?

- A tragedy has a sad and depressing ending while a comedy has a happy and vigorous ending.
- The drama of a tragedy is marked with a series of actions that happened to the protagonist causing fear and pity in the audience while a comic drama often creates laughter in the audience.
- A protagonist of a tragedy is called a tragic hero while the main character of a comedy is called a comic hero.
- Comedy is also characterized with ambiguity in language while tragedy deals with concrete language.
- Stubbornness is often a characteristic of tragic heroes while willingness to learn and change is a characteristic of comic heroes.

Activity 2: Classification Exercise

In small groups, categorize a selection of plays or films into their respective types (comedy, tragedy, tragicomedy, melodrama) and justify your classifications.

2.3 Elements of Drama A drama is a story that the actors present or perform it on stage. It develops through the conflicts or interactions between characters and environment with the aim of passing a message to the audience-moral lesson. Given that a drama is an acted story, it has all the elements of a story. They include;

1. Theme

This is the main aim or objective the writer of the play wants the audience to learn from. It is the moral lesson of the play. It is the message we get from the play. To understand the theme, you must watch the play to the end.

There are two types of themes

a) Major theme- the idea that is repeated throughout the play. It is the main aim of the play

b) Minor theme- the ideas that come up as the story develop due to the interaction between characters and environment.

For example;

In the play *Shabeel Naagood (Leopard among the men)*, the main themes are;

- ✓ **Traditional preservation** it is warning the girls to watch out the leopard among the men and not be trapped by the tricks of these leopards.
- ✓ **Misunderstanding within the society** the two extremes of Diidan and Diidane

2. Plot

The plot is the events happening in a play in a chronological order. In other words, it is the narrative of the play. The plot gives the relation between the events happening in the story and the characters. That is;

- i. Expository, where the play introduces the characters and the background of the story or in other words the introduction of the play.
- ii. Raising action, where the conflicts begin between the characters and characters or characters and environment
- iii. The climax, where we get the theme of the play.
- iv. Falling action, where the conflicts start getting solved. At this point the play is near the end.
- v. Resolution, where the conflicts have been solved. It is the conclusion of the play and this is where we get the moral lesson of the play.

3. Characters

These are the personality and people taking part in the play. They bring out the theme of the play in the drama. Characters are of two types

- i. Major characters; they represent the main theme in the play. They play active role throughout the play

Example

In the play *Shabeel Naagood*, Shabeel (Abdulle Raage) and Shallaayo (Maryan Mursal) are the major characters. They appear from the beginning of the play to the end. They carry in them the major theme of the consequences of not applying the tradition.

ii. Minor characters; they help in developing the play. They only appear in some role in the play therefore, do not appear in the whole play. Minor characters represent minor characters. They help the audience to focus on the theme and main characters in the play

For Example

In the play Shabeel Naagood, Faduma Kassim (the doctor) is a minor character because she only appears in the play when there is a consultation needed.

4. Dialog

This is the interaction between the characters in the play through conversation. Dialog is very important in drama because it is through it that the story taking place in the play is narrated, which makes the audience understand the play. In a play the character traits redundant and the background of the play is understood through speech patterns like tone, pause, accent, etc.

5. Setting

This is the place, mood or the time surrounding the play. Settings tell us where the play was staged (in the village, in the city) or the mood in the environment and character (sad, happy, and gloomy) or the time (time, seasons) the play is taking place. Setting is very important in a play because it influences the characters in their appearance and traits as well as affecting the theme.

6. Performances

Performances is the act of role-playing in the drama. The roles played by a character are appreciated depending on their performance on stage. The actors' performance on stage portrays the theme clearly if acted well and will affect the success and popularity of the play.

7. Music

Although considered as a part of the staging, factors such as music and visuals can be discussed separately as the elements of drama. It raises and supports an impression of the visual image the audience sees.

2.4 Functions of Drama

Drama has many functions and it inspires us in life. It also teaches us the etiquettes of life. The following are some of the major functions of drama.

Instructive Functions

Drama has moral lesson to us. It teaches us about ourselves, our lives and makes us to reflect on our life's actions and experience. Drama inspires us to choose the good and refute the bad things in life.

Educative Functions

Drama helps us to live cohesively with one another in the family, community and country. It emphasizes tolerance and co-operation amongst ourselves. Most importantly, drama guides and rebuke us against any bad behaviour thus encourages good behaviour.

Informative Functions

Drama is a tool that provides awareness on social and moral values in the society. It informs us on the history and current culture of our community. Drama is used to warn us against vices in the society e.g. chewing Khat, smoking, corruption, stealing, examination malpractices, and e.t.c.

Entertainment Functions

Watching drama is fun and it is a source of entertainment.

Therapeutic Functions

Drama relaxes the mind and makes you forget bad experiences and heal broken emotions and uplifts your hopes in life. However, this is only for a while.

Occupation

Drama is a source of employment amongst the youths in the film industry and develops and nurtures youth's skills and talents.

Activity 3: Role of Drama in Society

In groups, discuss the various functions of drama and present your findings on how drama influences social behaviors and cultural values.

Lesson Review Questions

1. Explain what drama is and how it differs from other genres.
2. Discuss the types of drama.
3. What are the functions of drama and its impact on contemporary society?
4. Highlight the elements used in drama.
5. Discuss what dramatic tension is and how it is achieved in drama.
6. Differentiate between tragedy and tragicomedy.
7. What do we mean by climax in drama?

Lesson 3: Proverbs and Idioms

“Better a drop
of wisdom
than an ocean
of gold.”

Greek proverb

Introduction

In lesson three, we will navigate the rich world of proverbs and idioms. These short sayings are essential for effective communication and cultural expression. You will learn to appreciate their meanings, identify different types, and discuss their functions in society.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Appreciate the short sayings used in communication
- Define proverbs and idioms
- Identify types of proverbs and idioms
- Discuss the functions of proverbs and idioms

Lesson Contents

- Definition of proverb
- Types of proverbs
- Importance of proverbs in Somali society
- Idiom and its purpose

Lesson Learning Activities

3.1 Proverbs

A proverb is a short saying that gives advice or expresses truth. A proverb is a short saying that gives advice or expresses a truth. While learning and understanding proverbs requires a high level of language proficiency in English (or any additional language, as well as in one's first language), learning proverbs (as well as idioms, riddles, and tongue twisters explored below) can help to raise one's level of thinking and indicate that one's level of proficiency in English (or first language) has improved.

Example of commonly known and used Proverbs

Early to bed and early to rise, makes a man healthy, wealthy and wise. This means taking care of yourself leads to success and productivity.

It's no use locking the stable door after the horse has bolted. This refers to fixing a mistake won't help after the consequences have happened.

Laugh and the world laughs with you, weep and you weep alone. This means people prefer sharing good news over bad news.

It is better to have loved and lost, than never to have loved at all. It means that the experience of having loved someone is more valuable than being alone.

People who live in glass houses shouldn't throw stones. This means don't criticize others for something you also do.

The apple doesn't fall far from the tree. It means children often resemble their parents in both appearance and behavior.

The poor carpenter blames his tools. This means to take ownership of your mistakes instead of finding blame elsewhere.

When you want to make an omelet, you need to break a few eggs. This means reaching a goal requires sacrifice and sometimes making mistakes.

A roaring lion kills nothing meaning you won't accomplish your goals by simply talking about them.

A tree is known by its fruit meaning success is shown by the deeds.

"Only a fool tests the depth of a river with both feet." This means you need to consider the consequences before making a decision.

"The best way to eat an elephant is to cut him up into pieces." This means to solve a problem involves handling it a little at a time.

The word of friend makes you cry - the word of an enemy makes you laugh. This means that a friend will tell you the truth, which sometimes hurts, but an enemy will only lead you down the wrong path by giving you advice that seems good but is not.

Once students are able to read and write sentences of increasing complexity and have begun developing inferential skills, consider introducing a proverb or two over a period of time. Look for opportunities through texts that students are reading to link the proverbs back to stories being read, experiences or challenges characters in stories are navigating, etc. You can also create a matching game where students are invited to match the proverb with its respective meaning. Students can also be invited to share Somali proverbs with similar meanings and to point out subtle differences where they exist.

Activity 1: Proverbs Matching Game

Match the listed proverbs with their meanings in small groups. Discuss any relevant Somali proverbs that convey similar messages.

3.2 Importance of Proverbs in the Society

Proverbs can help us to uncover important beliefs, truths, and values about humans broadly or about our respective culture and society. Interestingly, many proverbs remain true and relevant over time and across cultures/societies. Learning proverbs can help with language acquisition by providing examples about sentence construction and variety, and in some proverbs, literary devices such as alliteration, symbolism, and metaphor (which have been explored in previous lessons).

Proverbs were either recorded during conversations or collected based on the informants who would remember collectively the proverbs, meanings and the appropriate occasions where they were used. Other proverbs were drawn from critical textual sources with their intended meaning that were often discussed by the informants.

Moral principles and Education

Traditionally, before the formal education was introduced in Africa, African communities used different proverbs to educate and instill discipline in its young populace during different life occasions. The elderly in the society were the ones who often had the exclusive knowledge of the proverbs and they used that knowledge to articulate their respective community's moral principles and educate them on important aspects of life. Based on the nature of African social structure, proverbs have been and remain a critical aspect in promoting the moral development of a child.

Contentment and Patience

For example, the Somali community embraces various cultural values that are passed down from one generation to another through the use of proverbs. For instance, '*Been fakatay ruun ma gaarto*' ("honesty is the best policy") articulates the importance of being honest in all dealings in the community. The subtly of the message passed down through such proverbs was to ensure that truthful living would lead to a long life span. People were encouraged to not use shortcuts in the society either to enrich themselves or undermine the community's moral principles through deceitful ways. Based on the current globalization process and international trade 'honesty' in business deals and contracts is critical to anyone doing business. The moral principle this proverb highlights is to remain ethically upright and continues to be relevant.

Honesty and Truthfulness

For example, the proverb "a sick man has a hundred advisers" can be used in the Somali context to justify the prolonged unending conflicts in the horn of Africa. It is best applicable and relevant in describing the on-going conflict in the country. Many actors normally introduces overlapping agendas leading to making poor decisions that prolonged the conflict. One of the factors that has led to this failure is the adoption of a rational approach to the conflict, whilst ignoring the unconscious (and sometimes irrational) motives that drive the conflict.

Activity 2: Group Discussion

In pairs, discuss the importance of proverbs in Somali communities and why elders often use them. Share your insights in a plenary discussion.

3.3 Idioms

Idioms are figurative phrases whose meanings are not deducible from the wording alone. What idioms mean isn't always clear if interpreted word for word (or literally).. They differ from other types of figurative language such as metaphors and similes because these other figurative forms involve comparative elements to help you to deconstruct the meaning even if you are not a native speaker of the language.

The purpose behind the use of idioms is to elaborate the language, to make it richer and spicier, and to help to convey subtle meanings to the intended audience.

Activity 3: Idioms Interpretation

In groups, select a few idioms from a provided list and discuss their meanings and contexts. Present your findings to the class.

3.4 Idioms and its Purpose

Note to Teacher Trainer: The idioms in 3.4 are more likely to be understood by English language learners who have mastered sentences and had some practice answering inferential questions. These idioms in this section are shorter and easier to grasp for students reading at grade level for grade levels 3 and 4. Consider using some of the activities proposed above for proverbs depending on oral language and comprehension levels.

Actions speak louder than words" meaning it's better to do something than just talk about it.

Add fuel to the fire. This means something that worsens a already bad situation.

All bark and no bite means being verbally threatening, but unwilling to do anything significant.

At the drop of a hat means willingness to do something right away.

"Beating around the bush" means avoiding the main issue.

"A bird in the hand is worth two in the bush means" it is better to have a small, secured advantage than the possibility of a bigger one. It's better to stick with what you have than risk it for something greater.

"Blessing in disguise" means something good and beneficial that did not initially seem that way.

"Break a leg" means something you might say to someone you want to wish good luck to. For example, you can say break a leg to wish someone to do well in the exam.

"Chip on your shoulder" refers to when someone is upset about something that happened a while ago.

"Come hell or high water" refers to possible obstacles in your path.

"Cry over spilt milk" is complaining about a loss or failure from the past.

"Hit the nail" on the head means do or say exactly the correct thing.

"Piece of cake" means something that is easy to understand or accomplish. For example math homework last night was a piece of cake! I finished it within ten minutes.

"Spill the beans" means to tell a secret.

"Taste of your own medicine" -When someone receives the same treatment, usually negative, that they gave someone else.

Activity 4: Group Work

In small groups, share more example of idioms and their significance.

Consider one or two activities a teacher of English for non-native speakers could use idioms and proverbs to grow English language skills.

Lesson Review Questions

1. What is a proverb and how is it different from other short forms of literature?
2. Discuss the types of proverbs.
3. Explain the functions of proverbs and the lessons that can be learned by using proverbs in our society.
4. What is an idiom?
5. Illustrate with examples the purpose of idioms in our society.

“ I can be cracked, made,
told and played.
what am i ? ”

Introduction

In lesson four, we will explore the fun and engaging world of riddles and tongue-twisters. These linguistic forms not only entertain but also enhance our language skills. You will also learn to appreciate these short sayings, understand their characteristics, and discuss their functions.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Appreciate the short sayings used in communication
- Define riddles and tongue-twisters with examples
- Describe the procedure for performing riddles and tongue-twisters
- Discuss the functions of riddles and tongue-twisters
 - Highlight the characteristics of riddles and tongue-twisters

Lesson Contents

- Riddles
- Tongues twisters

Lesson Learning Activities

4.1 Riddles

Riddles are questions or statements that offer a puzzle to be solved. They often involve critical thinking on the reader's part in order to figure out the answer, and this offers challenging entertainment.

Characteristics of Riddles

1. Present Guiding Elements

Riddles use hidden or fragmented key words in the text, creating clues that awaken the imagination of the recipient until you come to decipher the meaning and find the solution to the riddle.

Example

"I tell you, I tell you"(the cloth); "In the middle of the sky I am and never in water I go"(the letter "e").

2. Uses Disorienting Elements

Riddles can use verses with deceptive clues, double meanings, or rhetorical figures, making comparisons, personifications and animalization to disorient the receiver and make it difficult to find the solution.

Example

"Whistle and I have no mouth..."(The wind);

"I run and I do not have legs..."(Time); "I am long and stubborn..."(The tree).

3. Establishes Formulas to figure out our Meaning

At the end of a riddle, the receiver is invited to find the solution and continue with the game, using motivating words.

Examples

- Courage to try: I am sure, that you will guess today; If you want to guess, wait a little longer.
- Challenge: If you are smart, you can guess; If you have ingenuity, you will be able to decipher.

4. Have aesthetic and Poetic Functions

By presenting an abstract image, which is narrated in rhetorical form and in the form of verses, which take on a concrete meaning. By its poetic nature a riddle is

melodic and rhythmic making it easy to memorize and think about for a longer period of time..

Examples

- As small as a mouse and cares like a lion. (The lock)
- I have leaves and I am not a tree, I have back and I am not a horse. (The book)

5. Didactic Value

This is evidenced in the use of crossword puzzle games for intellectual development, aimed at children, youth and adults.

Word structures are presented which, by organizing them in a coherent way, can help to find the solution, thus fostering in the receiver the capacity for logical reasoning and communicative ability.

A riddle is intended to make the recipient decipher a linguistic code that communicates a message in a confusing way.

6. Community Identity

Since they are a kind of sayings created by the community, in which they develop topics that deal with important local aspects.

Depending on the level of your class, decide whether you want to use riddles using simple or advanced English. You can even start with simple riddles, then add more challenging ones later as their proficiency in reading, writing, speaking, and listening skills improves. For this exercise, learners must write their own riddles and then try to stump their classmates.

Depending on your class' if it isn't in proficiency level, you can have students work individually or in small groups to create two or three riddles. Beginner and intermediate English language students can work in pairs or small groups. Once they've finished writing their riddles, you can give each student (or group) a chance to read their riddles to the class. The rest of the class can be invited to solve the riddle.

Procedures of performing riddles

There are six steps to performing riddles in a community.

- Challenge or invitation
- Response or acceptance

- Riddle or challenge
- Guesses
- Prize
- The answer

Examples

Challenge or invitation: Take a riddle or riddle!

Acceptance or respondent: I take it

Riddle: A small one who cooks better than your mother

Solution or answer: It is bees

If the respondent cannot answer the riddle, he/she keeps on guessing for three times and after the failure of the three attempts, the challenger asks for a prize. The prize can be animals. Money, gold or a beautiful girl.

What goes on four legs in the morning, on two legs at noon, and on three legs in the evening?"

Answer: A man. He crawls on four legs as a baby, two as an adult, and finally three as an old man with a cane.

I have a tail and a body, but I am not a snake. What am I?

Answer: Coin

Purpose of riddles

The main purpose of riddles is to entertain the audience by posing challenging questions to be solved, among other functions. For instance, they may allow for deeper thinking regarding an issue or allow other questions to arise. By using riddles in these situations, it requires the reader to think of several possibilities in a critical manner.

Riddle introduces the learners to a new kind of humor-Most of the learners think humor is a funny joke that makes people laugh, but riddles introduce them to an intellectual type of humor.

Learners can use their brains differently-Riddles help the learners to use their brains differently by promoting critical thinking and problem-solving skills.

Telling and solving riddles can increase the learners' reading fluency and vocabulary-When learners try to figure out riddles, they first read and at the

same time attempt to answer it thereby expanding their vocabularies. This is because learners explore/use a new way of thinking as well as new ways of using the existing words.

Create passion and love for Learning-Riddles create a challenge that requires a solution. By posing the riddle and answering it the learners can have fun. This is an effective learning activity and at the same time the learners don't feel that they are learning.

Riddle enhances environmental awareness and education-Riddles are composed from the observation and comprehension of the environment. Each community uses the objects within its environment in performing its riddles. For instance, my camel is the shortest but it eats the tree at the top-Bird or my house has no door.-egg

Riddle provides an effective language training. For example: The two-legged sitting on the four legged waiting for the eight legged.- A bird on a cow waiting for a tick.

In this way, they learn to associate, memorize, compare and formulate their conclusions, in order to finally discover the correct answer.

Activity 1: Riddle Creation

In small groups, write two or three original riddles. Present them to the class and let others guess the answers.

4.2 Tongues Twisters

A tongue twister is a group of words that are difficult to say together in close sequence. They usually have the same sound consonants. So, when you try to say the words in order, the pronunciation comes out completely wrong.

Functions of Tongue-twisters

For fun-Tongue twisters are a lot of fun and are a very good group activity and engaging the learners during the lesson. They entertain the audience. When one confuses the pronunciation of sounds, the audience will laugh.

Tongue twisters are very useful to energize language and pronunciation skills inside a classroom. Teachers can make kids play tongue twisters to bring energy and fun inside the classroom.

Tongue twisters are considered a great warm-up for children before they start a presentation, public speaking, lead a meeting, teach a class and more.

Speech therapy- Tongue twisters stretch the muscles of speech and strengthen them, so that one can produce different sounds clearly. People who practice tongue twisters often have clearer speech.

Teaching alliteration- Tongue twisters are usually alliterative. They are a good way to introduce your child to this fantastic literary skill.

Alliteration is a tool used in creative writing and is equally powerful for oral communication. It adds rhythm and can even establish a specific mood.

Enhance creativity -sharpen the brain as the learners continuously try to perfect their pronunciation and language skills.

Examples

- She sells seashells by the sea
- Kindly kittens knitting mittens keep kazooing in the king's kitchen.
- She saw a fish on the seashore and I am sure the fish she saw on the sea shore was a saw-fish.
- How much wood could a wood chopper chop, if a wood chopper could chop wood?

Characteristics of tongue twisters

They consist of short sentences, made up of very similar phonemes (sounds), and repeated in different words, according to the pattern of a sound order or a rhyme.

Although it seems obvious, they are difficult to pronounce, especially for the first time. Tongue twisters are anonymous, do not have an authors, and are transmitted by oral tradition. They exist in all languages and their content often reflects the local culture.

Activity 2: Tongue-Twister Challenge

In pairs, take turns saying tongue-twisters aloud. See who can say them correctly the fastest!

Lesson Review Questions

1. What is a riddle?
2. Explain the characteristics of a riddle.
3. Discuss in groups the procedures for performing riddles.
4. How are riddles useful in teaching the English language?
5. Describe tongue-twisters.
6. State the characteristics of tongue-twisters.
7. What are the benefits of tongue-twisters in teaching the English language?

CHAPTER REVIEW QUESTIONS

PART A: CONCEPT MASTERY

Answer all Questions

1. Discuss briefly the following short forms of oral literature by giving examples of each

- a. Poem
- b. Proverbs
- c. Idioms
- d. Drama
- e. Riddles
- f. Tongue twisters

2. Explain the following concepts

- a. Writer and a poet
- b. Poetic diction
- c. Persona
- d. Subject and subject matter
- e. Structure of a poem

3. What do we mean by the poet uses economy of words?

4. Poets use stylistic device to convey their message. Discuss in details the commonly used stylistic device and its relevance.

5. Differentiate between

- a) Metaphor and simile
- b) Symbolism and personification
- c) Rhythm and rhyme
- d) Alliteration and consonant

6. The story in drama develops from the beginning through the middle till the climax. Explain how the dramatist achieves in keeping the viewers/audience throughout the play?

7. Discuss briefly the following types of drama

- a) Comedy
- b) Tragedy
- c) Tragi-comedy
- d) Melodrama

8. Identify and explain the elements of drama

9. How is drama relevant in our schools and the society at large?

10. Appreciation of short forms of literature is significant in teaching and learning English language. Explain the relevance of these short forms and how it improves the teaching of English language and communication skills.

11. Proverbs convey wise saying and provide means of communication. Identify various types of proverbs used in Somali community and its significance in the society.

12. What are the benefits of teaching riddles and tongue twisters and do they improve the learning of English language.

PART B: WRITE ON

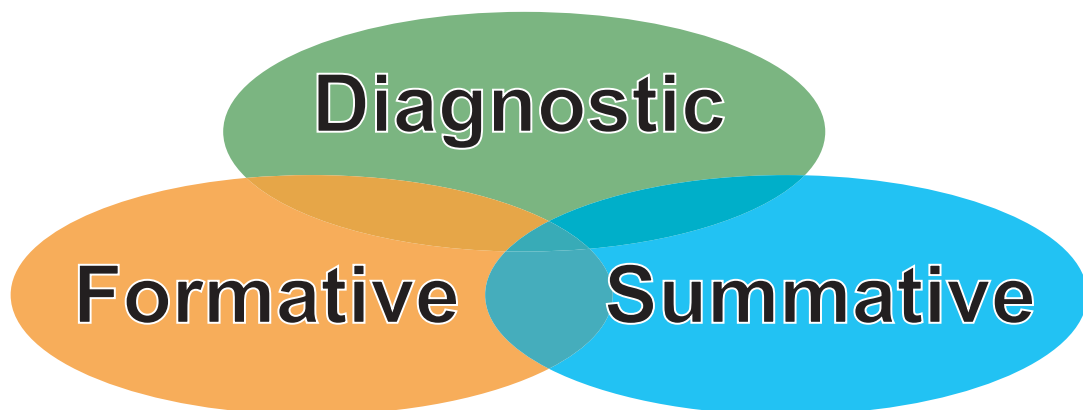
Answer all Questions

1. Write a short essay of at most 200 words about the following proverb

- a. Proverbs are like palm oils with which words are eaten.

2. Riddles are normally performed as a game. Elaborate what happens at every stage of performing riddling starting from:

- a. Challenger or invitation
- b. Response / Acceptance
- c. Riddle / challenge
- d. Guesses
- e. Prize
- f. The answer



Chapter Objectives:

By the end of this chapter, the Student-teacher should be able to:

- Outline the rationale for Evaluation
- Identify steps/procedures of Testing
- Describe the types of evaluation and its contents
- Explain the function of a test.
- Administer Tests and Examinations

Chapter Content

- Rationale of evaluation
- Process of evaluation
- Types of evaluation and its contents
- Administering tests and examinations

Lesson 1: Rationale for Evaluation



Introduction

In lesson one, we will review the rationale for evaluation in the primary school teaching and learning process. Understanding the importance of evaluation helps improve teaching effectiveness and student learning outcomes. You will also learn about the justifications for evaluation and the fundamental components involved.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Justify why evaluation is necessary in the primary school teaching and learning process
- Identify fundamental components of evaluation

Lesson Contents

- Justification for evaluation
- Fundamental components of evaluation

Lesson Learning Activities:

1.1 Justification for Evaluations

The education system has multi-programs and activities that inculcate a sense of mutual and moral standards, positive attitudes as well as community integration such as creating a strong learning environment that enhances academic achievement and develops learners' social skills that will last throughout their lives. These skills promote national values and learner's knowledge that are applicable in different situations.

Educational assessments measure the efficiency of learning experiences in education systems by measuring how well a student has achieved grade/subject specific learning objectives and how well the teacher has led lessons to achieve his/her instructional objectives. When used well, assessment results may help students, teachers, coaches, and head teachers hold one another accountable for achieving learning goals and can help teachers to refine their remediation and instructional approaches. Additionally, assessments also help a teacher to know his or her learners' various abilities and provide important information about whether learning is being acquired by all students or only a few. They can be used to promote equity when used to systematically identify and address individual's and groups' learning gaps¹.

Currently, the education instructional delivery aims to be largely based on the use of learner-centered approaches. Thus, regular assessment requires appropriate instructional resources or teaching aids, real-world application of knowledge and skills, including hands-on activities (active learning) over straight lecturing (which is teacher-directed). Other ways that the teacher can assess learning in progress is through in-class discussion and group work (either through same ability or mixed ability groups) and short classroom observations. The teacher should provide opportunities for learners to be mentors and peer teachers as part of using student-centered instructional approaches. Additionally, the learners' abilities, interests, capacity, and attitudes (which will likely vary considerably) need to be appropriately considered in order to identify the right instructional approaches, teaching and learning materials, and classroom management practices. The types and timing of assessments early on in planning lessons are an important step to achieving improved performance for all learners over time.

Similarly, the use of various types of assessments help the teacher to refine his or her teaching methodologies by setting out clear objectives and recognizing

1 RTI International. (2021). A How-to Guide. Assessment-Informed Instruction: Classroom Level, p. 1.

where additional time, practice, remedial support and enrichment activities may be needed depending on the feedback of every assessment. Assessments are a fundamental platform for providing instructors with data on learning gaps and areas for improving their teaching methods and for guiding and motivating students to be actively involved in learning. Continuous assessment (formative assessments) help the teachers to know whether the instructional objectives have been achieved or not and may lead to strategic planning on how to better support the learning process. In addition, assessment results the educational planners to know whether the set goals for a particular subject and grade level are achievable or not and can aid in re-designing aims and objectives of learning.

School administration and management use assessment outcomes, including from end-of-year, regional, and/or national (summative) evaluations, in making decisions, determining the next course of action and further carrying out educational planning. Parents and guardians are able to understand the educational progress of their children's learning progress from one grade to another.

Assessment results, including those from summative evaluations, when shared in positive ways, can motivate learners to develop good study habits, abilities and skills. These results also give learners information on their progress over time and in different subjects. When used effectively teachers and school administration will use the evaluation results to plan appropriate courses of action; school administration can also use the results to identify areas for professional development, coaching, and ongoing support to individual or groups of teachers and for giving guidance and counseling services for learners and caregivers in supporting learners.

Activity 1: Group Discussion

In groups, discuss why evaluation is crucial in the primary education system. Consider its impact on students, teachers, and the educational institution. Share your thoughts in a class discussion.

1.2 Fundamental Components of Evaluations (Summative Assessments)

The fundamental components of evaluations give an insight of the context and conditions for the evaluation to take place, the tasks to be given to the learners, an outline of the evidence to be gathered from the learners and the evident technique used in judging the quality of assessment. They include

1. Logical collection of evidence
2. Interpretation and analysis of items (e.g. test questions)

3. Justification of evaluation value
4. Action review

1. Logical Collection of Evidence

This implies that assessment items are collected in a systematic way with accuracy and precision. For instance, for a classroom test at the end of a unit, test items should include low level (knowledge based) questions as well as high level (requiring critical thinking) questions both to evaluate the learner's knowledge of a subject as well as the ability to apply knowledge of the concepts and skills learnt and what level of higher level thinking has been achieved.

The use of classroom tests and other types of assessments (particularly formative assessments) play a central role in monitoring student learning. As they are often designed by teachers, they can be relatively quick and easy to administer (especially formative assessments where assigning a grade is not necessary). Formative assessments in particular help in determining learners' comprehension of a concept or the ability to apply a skill in real time. Classroom tests, short quizzes, ending class with an exit card where students are asked to answer different levels of questioning (e.g., summarizing, interpreting, predicting, and evaluating depending on the skill focus for that lesson or series of lessons) and other types of assessment tasks can be used to assess improvement in the subject area content and skills, and formative assessment results can be used to adjust teaching strategies which is geared towards students learning. Teachers can assess what they have actually taught and whether students have met the learning target or targets.

Aside from classroom tests, short quizzes, and other types of assessment tasks which a learner can use to evaluate his or her progress and as a result, he or she will know their areas for improvement as well as areas they have mastered in each subject, there are other types of assessments that require learners' engagement. These are called assessments as learning and are another type of formative assessment. They provide students with specific opportunities to use formative assessment results to chart their own progress and to reflect on their own learning over time. Examples of assessments as learning (AALs) include students, in consultation with the teacher, identifying their own learning goals and students taking the lead to track their own progress toward these goals through the use of a reflection journal/diary. Another AAL example could include any type of peer assessment such as marking their own homework using a checklist or answer key or discussing with a peer common mistakes.² he learner determine which areas to focus more on and/or where s/he

2 Ibid, p. 4.

can ask for additional time and support from the teacher and/or from peers who have achieved mastery for that particular subject.

When using AAL strategies and activities, it is important to make sure they align with the cognitive and social and emotional development of students. Some of these may be more or less appropriate for early primary, some more or less appropriate for upper primary students. And as with any assessment, it is important for teachers to clearly communicate the assessment purpose, task, and scoring criteria and to adjust according to the different abilities, needs, and learning goals of students.³

In big classes, learners may sometimes feel isolated because the teacher may not get the chance to answer all questions in class.

When used strategically, the results from classroom tests and other types of assessments can increase critical thinking among teachers about whether the lesson's objectives have been achieved and instructional approaches have been effective in supporting learning among all students. After the assessment, the learner will know his or her areas of need and where s/he may need additional time, practice, and support from the teacher or a peer. Timely remediation and additional practice focused on addressing areas of need can lead to long term retention of the concept and skills learnt in every lesson.

Knowledge-based questions, which include matching, multiple choice, true or false, correct or incorrect, simple recall, best answer, completion and classification questions, require specific answers and have only one potential correct answer. They do not assess critical thinking or the ability to formulate opinions. These questions should be clear, accurate and precise with clear instructions that are easy to understand and follow.

Critical thinking questions include all the W/H-questions – Why? How? What? When? Where? or Who? For example, what's happening in the picture? Why is it important to practice hygiene? Why is this important to learn? What don't I see in the picture? How do I know the picture is of a boy? Who is saying it? What else do I see in the picture?

2. Interpretation and Analysis of Evaluation items

Interpretation and analysis of evaluation items is a critical stage in evaluation process. Apart from collection of evaluation items, they too, must be carefully interpreted and analyzed to prove their relevance and to determine the learners' knowledge and ability level.

3 Ibid, p. 4.

Analyzing evaluation scores and translating qualitative into quantitative data and grading into numerical is called test interpretation. It examines learner's responses to individual test items for the purpose of assessing the quality of those items and of the test as a whole.

In addition, item analysis gives a teacher a way to exercise additional quality control over his or her tests. Well-specified learning objectives and well-constructed items give a headstart in interpretation process, but item analyses can give the teacher feedback on how successful he or she actually is.

3. Justification of Evaluation Value

Evaluations are concerned with how effective the evaluation items for a particular grade meet the larger educational goal. Therefore, for an effective assessment, the teachers need to be aware of national learning objectives and the target goals to be achieved by the learners. For an evaluation to meet its value, it must pass the validity reliability and fairness test. For instance, a valid, reliable and fair English language evaluation item should be of achievable for all the students who have been learning the English language for the same amount of time.

4. Action Review

Action review gives you the intention of administering the given exam item. The evaluation items administered can either be decision-oriented or conclusion-oriented. It is important to distinguish if the evaluation feedback and results are undertaken for either of these purposes.

Conclusion-oriented evaluations have no specific reference for action while decision-oriented evaluations are undertaken to inform future actions that may be needed to support learners and teachers and for education planning. Administering evaluations are in some cases decision-oriented to lead to better policies and practices in education.

Activity 2: Case Study

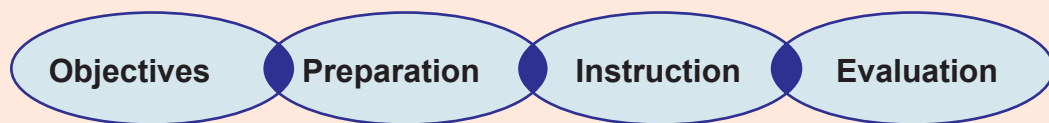
Review a provided case study of an evaluation process. Identify and discuss the fundamental components in the context of the case study. Share your findings with the class.

Lesson Review Questions

1. Discuss how using different types of evaluations (diagnostic, formative, and summative) can help teachers understand their learners better.
2. Explain the importance of evaluations for learners, teachers, and school administration.
3. Outline some values a learner can achieve through evaluations and their results.
4. Highlight reasons why parents or guardians may request evaluation results for their children.
5. State and explain the fundamental components in an evaluation.
6. Explain how an assessment's credibility and value can be justified.

Lesson 2: The Process of Evaluation

Two Way Process



Introduction

In lesson two, we will delve into the process of evaluation in education. Understanding this process is crucial for effective teaching and learning. You will also learn how to explain the evaluation process and describe the characteristics of a good evaluation.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Explain the process of evaluation
- Describe the characteristics of a good evaluation

Lesson Contents:

- The process of evaluation
- Characteristics of a good evaluation

Lesson Learning Activities

2.1 The Process of Evaluation

1. Setting Learning Objectives:

The procedure of identifying and defining learning objectives is a complex process because there is no simple or single procedure which suits all the teachers. Some teachers prefer to start with analyzing course content/skills, some with general aims for a course, and others begin with lists of learning objectives suggested by curriculum experts in the respective subject area.

It is important to state the learning objectives because it helps the teachers to focus on the outcomes of learning to be achieved and aimed for by the end of a term. The teacher is aware of each learner's knowledge, understanding, skill, application of skills and knowledge, attitudes, interests, appreciation that aid the teacher in developing an effective evaluation. Effective evaluations include tasks

and questions that allow all learners to be successful on some/all of them (and to show what they have learned over a period of time).

2. Outlining specific Learning Objectives

The learning process modifies the learner's behavior in a desirable direction. The teacher is more concerned with a learner's gradual behavioral changes arising out of classroom instruction as evidence of learning. This gradual transformation in a learner's knowledge and skills are called learning outcomes (what the learner knows and is able to do after instruction).

The type of learning outcome expected from a learner after undergoing teaching-learning process is the teacher's concern. The teacher will have met his/her objectives if all learners have made improvements in learning outcomes and know where they need more time, practice, and remedial support.

These specific objectives will provide direction to teaching-learning process in terms of planning, organizing the learning activities, and designing assessments (formative and summative). Therefore, the specific objectives perform two things; one, the various types of learning situations to be provided by the class teacher to his/her learners and secondly the methods to be used in evaluating both the objectives and the learning experiences.

3. Teaching and Learning Activities in Relation to Evaluation Process

The teacher plans the teaching and learning activities bearing in mind the desired learning outcomes. The best learning activities the teacher employs are learner-centered (e.g., group work,, projects, role plays, discussion activities led by students, etc.). Similarly, selection of teaching content related to learning objectives helps in realization of the objectives. Once the objectives are designed or selected (if derived from the national curriculum framework for a respective subject and grade level), the next step is to decide the instructional activities to be used to achieve the learning objectives. Assessment activities should allow learners to show what they know and can do and which resemble similar activities that will be used in evaluations used.

4. Setting an Evaluation and Examination

The learners are subjected to an assessment in order to measure their learning outcomes. The teacher in the process should keep in mind three important things-objectives, teaching points and learning activities focusing mainly on achieving the objectives.

The teacher formulates a test by making maximum use of learning experiences acquired by the learners. The teacher may plan for an oral or a written test, fill-

in blank test, multiple choices, true or false, matching test and critical thinking question test.

Application of Evaluation Results as Feedback:

The use of evaluation results as a feedback is an important step in the evaluation process. If the teacher, after evaluating what the learner knows and is able to do, finds that the learning objectives have not been met to a great extent, he or she is encouraged to use the results to redefine the learning objectives, review previously used learning activities, and plan appropriate next steps (e.g., reteach using different learning activities; provide additional practice; leverage knowledge of students who've mastered content and skills to help struggling learners; provide enrichment activities for those who've mastered content while providing additional support for struggling learners, etc.).

Activity 1: Group Exercise

In groups, outline the steps of the evaluation process as described above. Present your findings to the class.

2.2 Characteristics of a Good Evaluation

Educational evaluations are concerned with series of activities that are designed to measure the effectiveness of the teaching-learning system as a whole, ranging from objectives, learning experiences and learner assessment. Evaluations are used to ascertain whether learning has taken place or not. It goes beyond the knowledge objectives to cover skills, application of knowledge and skills, interests, attitudes and appreciation objectives. Evaluations help in taking decisions about the learner's progress, difficulties encountered and adopting corrective measures to improve learning for all students. Evaluations assess progress in achieving the teaching-learning outcomes. The following are characteristics of a good evaluation:

1. Rationality

Effective evaluations measure the concepts and skills as described in the learning objective(s). The teacher should formulate an evaluation item to test only relevant content and skills that are aligned with the learning objectives for the lesson/ lessons being assessed. Sometimes non-valid (irrational) evaluation items are used. For example, questions that are intended to test memory (recall) of factual material will be confused with a questions that are meant to measure the learner's powers of reasoning. Similarly, the teachers can set questions which assume a level of pre-knowledge that the learners do not possess.

2. Reliability

This refers to the consistency with which the evaluation produces the same result under different comparable conditions. Evaluative questions aim to assess one thing at a time. The evaluation should also adequately reflect the learning objectives of the lesson/s to be assessed.

3. Practicability

Practicability of evaluation should be realistic, practical and efficient before it can be put into practice. For example: We execute an evaluation to examine whether it has achieved the desired objectives through learners' feedback, peer review and educational stakeholders' review

4. Fairness

An evaluation is said to be fair when learners know exactly how they are to be evaluated by providing them with information about the nature of the materials on which they are supposed to be evaluated, the form and structure of the evaluation, the evaluation duration, and the value and allocation of marks to each component of the evaluation. Fair evaluation items should be derived from the content and skills covered in the textbook and/or other teaching resources used and be able to be used repeatedly and get similar results among all learners (including among at-risk learning groups such as children with disabilities, ethnic/linguistic minorities, those who have been displaced, etc.). Evaluation guidelines, to be fair, should be clear for both the learners and the teachers. A good evaluation includes assessment items that can be successfully answered by students of different proficiency levels (and ideally be aligned with subject area competencies).

5. Usefulness

Feedback from evaluations should be given to the learners in order for them to know their strengths and areas for improvement. This will help the learners to use and to think about ways to improve in their studies and in what areas they may need additional time, practice, and support.

6. Interpretation of Results

Easy interpretation of evaluation results is another factor to be considered when formulating an evaluation. An evaluation score can be meaningless unless the teacher and/or the learner's guardian is able to decide what significance is attached to the results and how to use the evaluation results to support children's learning moving forward.

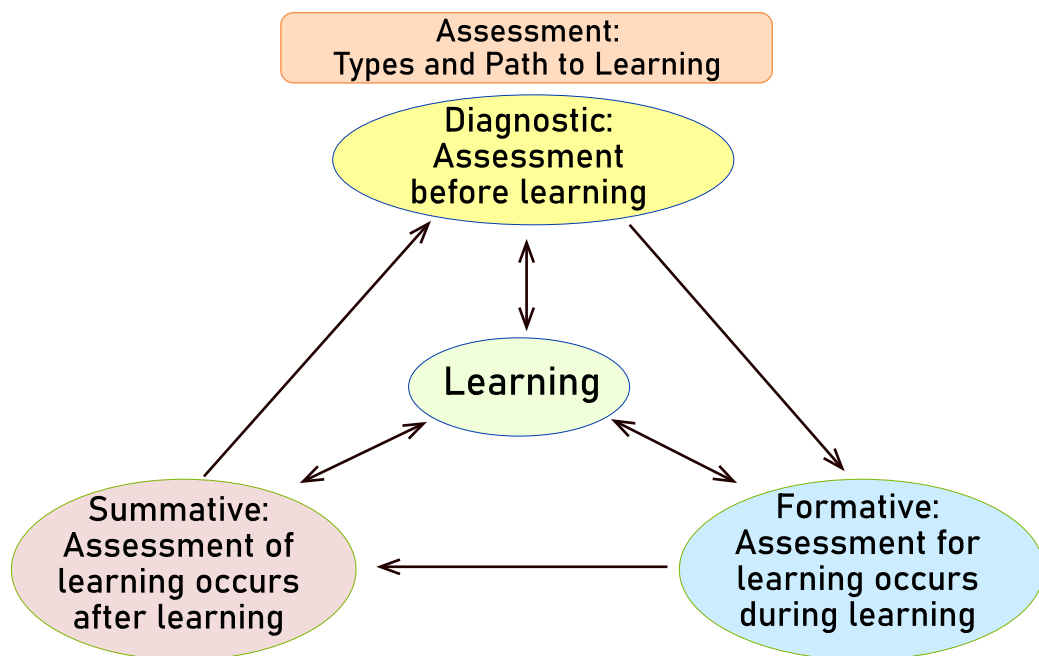
Activity 2: Case Study Analysis

Review a case study of an educational evaluation. Identify and discuss the characteristics of the evaluation, focusing on its strengths and areas for improvement.

Lesson Review Questions

1. Discuss in groups the process of evaluation.
2. Explain the features of an effective evaluation.
3. Describe how teachers, learners, and parents/guardians can use evaluation results.
4. Distinguish between general objectives and specific objectives with examples in the evaluation process.
5. What are the specific concerns of evaluation in education?

Lesson 3: Types of Evaluation and Its Contents



Introduction

In lesson Three, we will clarify the various types of evaluation and their functions in education. Understanding these evaluations is essential for effective assessment and enhancing student learning outcomes. You will also learn to identify and explain different types of evaluations, their functions, and their contents.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Identify and explain the types of evaluation
- Explain the function of an evaluation
- Describe the contents of an evaluation

Lesson Contents

- Types of evaluations
- Functions of evaluations

Lesson Learning Activities:

Lesson 1: Types of evaluation and its content

3.1 Types of Evaluations

1. Placement Evaluation:

This is aimed at placing the learners in right position in the learning set ups by identifying the entry performance of the learner. The future success of the instructional process relies on the success on the placement test.

Sometimes past experiences inspire present learning and can lead to placement in a better position or admission.

2. Formative Evaluation:

This is used to monitor the learning progress of learners during the period of instruction with the objective to provide continuous feedback to both the teacher and the learner concerning learning successes and challenges while instruction is in process.

Feedback to the learners provides guidance on how to achieve of successful learning and at the same time identifies the specific areas for improvement and additional time/practice to learn/master skills and content. It provides the teachers with the feedback to reconsider and modify the instructional procedures as well as prescribing remedial activities; teaching techniques and provide learning experiences that are engaging and help learners overcome gaps in knowledge and skills.

Periodic formative evaluations help the teacher to modify the instructional objectives depending on the feedback from the evaluation. The teacher can know which aspects of the learning task were mastered and which parts were poorly mastered by a few/some/all of the learners. Thus, the formative evaluation enables the teacher to assess the relevance and appropriateness of the learning experiences and how far the learning objectives are being fulfilled.

Formative evaluations also provide feedback to the learners. The learner knows his/her learning progress over time motivating the learners to improve when provided with adequate time, practice, and support from the teacher and/or peers. The features of a formative evaluation are as follows:

It is an integral part of the learning process and occurs frequently during the lesson. Its results are made immediately known to the learners.

It may sometimes take the form of teacher observation followed by the teacher

pointing out the difficulties being faced by the learner.

Formative evaluation results help in assessing the learner's needs. The teacher has to know the knowledge and skills to be mastered by the learners. It also helps in modifying instructional strategies and the kind of remedial strategy/strategies to be used.

Example: monthly tests or quizzes, teacher observation of the learners working individually or collaborative on a particular learning task, exit or entry slips, participation cards color coded to indicate levels of confidence/mastery of a topic or skill, Think-Pair-Share,⁴ etc..

3. Diagnostic Evaluation:

This involves identifying the learning difficulties or weakness of learners during the learning process. It tries to discover the specific area of weakness of a learner and then provides remedial measures. The teachers can administer diagnosis through observational techniques.

4. Summative Evaluation:

This is done generally at the end of the term or after completing as a final examination of the education cycle through assigning grades to the learners in order to know whether the objectives have been accomplished or whether the learner can transition to the next education level. Therefore, it indicates the degree to which the learners have mastered the content in the specific subjects for a particular grade level. Summative evaluations are generally based on standardized tests or examinations (national, regional, and/or international). Poor results from a summative evaluation can cause frustration, grade level repetition, and setbacks in the learning process for students, which is an example of possible negative outcomes of summative evaluations.

The functions of Summative Evaluation:

a) Crediting

This is concerned with collecting evidence that a learner has achieved some instructional goals in subject area grade level content with respect to a defined curricular programme.

4 For more information on different types of formative assessments, please see Greenstein, L. (2010). *What Teachers Really Need to Know about Formative Assessment*. Washington, DC: Association of Supervision and Curriculum Development (ASCD). [The Fundamentals of Formative Assessment \(ascd.org\)](https://www.ascd.org/publications/whitepapers/what-teachers-really-need-to-know-about-formative-assessment.aspx) and Tighe, J. (2021). [8 Quick Formative Assessment Strategies to Check for Understanding | Edutopia](https://www.edutopia.org/article/8-quick-formative-assessment-strategies-to-check-for-understanding/). Accessed 22 March 2021.

b) **Certifying**

This is concerned with giving evidence that the learner is able to perform according to previously specified standards.

c) **Promoting**

It is concerned with promoting learners to the grade level.

Examples:

1. Teacher-made tests,
2. Mid-term exam (teacher-developed)
3. Final exam (teacher-developed)
4. Standardized tests ((mandated by national government, donor, or development partner) where same tasks are used in each assessment as well as the same protocols for application and analysis. Used to assess progress in mastering certain foundational skills (literacy/numeracy) over time and informs the design of teacher training. Examples: Early grade reading assessment (EGRA) for assessing foundational literacy skills; state-level primary school leaving examination.

5. Norm-Referenced and Criterion-Referenced Evaluation

Activity 1: Group Discussion

In groups, create a comparison chart of the evaluation types, detailing their purposes and examples. Present your findings to the class.

i) Criterion-referenced Evaluation

Mastery of specific skills or concepts is the basis for evaluating the learners' performance. In a criterion-referenced evaluation, we measure what the learner knows and doesn't know at the time of the assessment. There is no comparison of the performance on the same assessment from one learner to the other, rather it is concerned with individual performance among the learners on what he or she can do or demonstrate. Thus, a criterion-referenced evaluation is concerned with the set criterion for an individual but not with the performance of a group.

Examples:

- a) In an end-of year exams in school, the exams are designed to determine whether students have mastered the concepts or skills covered in the class over the academic year. Each student's performance is measured based on ability to use the concepts and apply the skills assessed by the evaluation. That is, what

does the student know and what does the same student doesn't know. Again, all students can get 100% if they have fully mastered the material and individual scores do not depend on other learners' score.

b) If you got 80% on the grade eight English test you can enroll in the fishery secondary school. So, this means regardless of any other students' score, it is clear that unless you attain 80% you can't get into that school.

The criteria to get into the Fishery School is having a score of 80% in the English.

Therefore, this test is used to determine an individual's performance with respect to a well-defined achievement, which is success on a criteria-based evaluation.

The purpose of criterion-referenced evaluation is to assess the learner's performance based on mastery of specific learning outcomes. It compares a person's performance to a set of objectives. Anyone who meets the criterion will qualify. In our case the criterion is achieving 80% in order to join Fishery School.

ii) Norm Referenced Evaluation

It is used to compare learner's progress to others in their class. It measures a student's performance in comparison to the performance of same-level learners on the same assessment.

Examples

a) Comparing the growth of children of the same age in terms of height and weight. All the children are growing at different speeds. We can compare who is high in growth and who is low in growth, or who is growing at a rate expected for someone of a similar height and weight. The performance, in growth of child A is compared to the growth of other children

b) Amina scored the highest on an English test in her class. Amina's performance was the best in comparison to others in her class. While she did not have 100% she earned the highest score compared to other learners at her grade level.

c) A student reading a passage and answering 95 %of the questions correctly will represent the school in the English reading competition. This means in comparison with other students who read the passage and answered the questions, the student who answered 95 percent of the questions correctly earned the highest score among others in his/her class and qualified for the competition

Therefore, a norm-referenced evaluation is used to ascertain an individual's performance with respect to the performance of other individuals on that evaluation. A norm referenced evaluation has occurred if an individual student's

results are compared to the results of the rest of the students in the same class or grade level.

For instance if a student A scored 90% in English and the rest of the students scored less than 90%, then it means the student is ranked the best in that class because she or he had the best performance compared to others..

3.2 Functions of an Evaluation

In teaching-learning experiences, evaluation plays a big role. It is an integral part of the instructional programs that provides information on the basis of which many educational decisions are taken. The following are the basic functions of an evaluation.

a) Diagnosing

This is concerned with determining the most appropriate method or instructional materials conducive for learning.

c) Monitoring

This is concerned with keeping track of the day-to- day progress of the learners and figuring out changes necessary in the instructional and remedial strategies and opportunities/time allocated for additional practice.

d) Administrative:

It helps the school management to adopt better institutional policy and decision making to promoting, placing, appraising learners' performance and progress over time

e) Guidance

It assists the learners, parents and teachers in making decisions about the learner's talents and possible career pathways. The learner can know his/her pace of learning and lapses in his /her learning and the teacher can plan for and provide necessary guidance.

f) Motivation

The evaluation results can help the learners to have motivation, direction, and inspiration by rewarding those who make progress and so that the learners are informed to be able to more fully participate in the learning process, study hard, and seek support as needed.

g) Development

By giving feedback to the teacher, the evaluation reinforces and enables the teachers to apply the best learning approaches to achieve the learning objectives.

h) Communication

It communicates the results of progress to the learners, parents/guardians, and the administration.

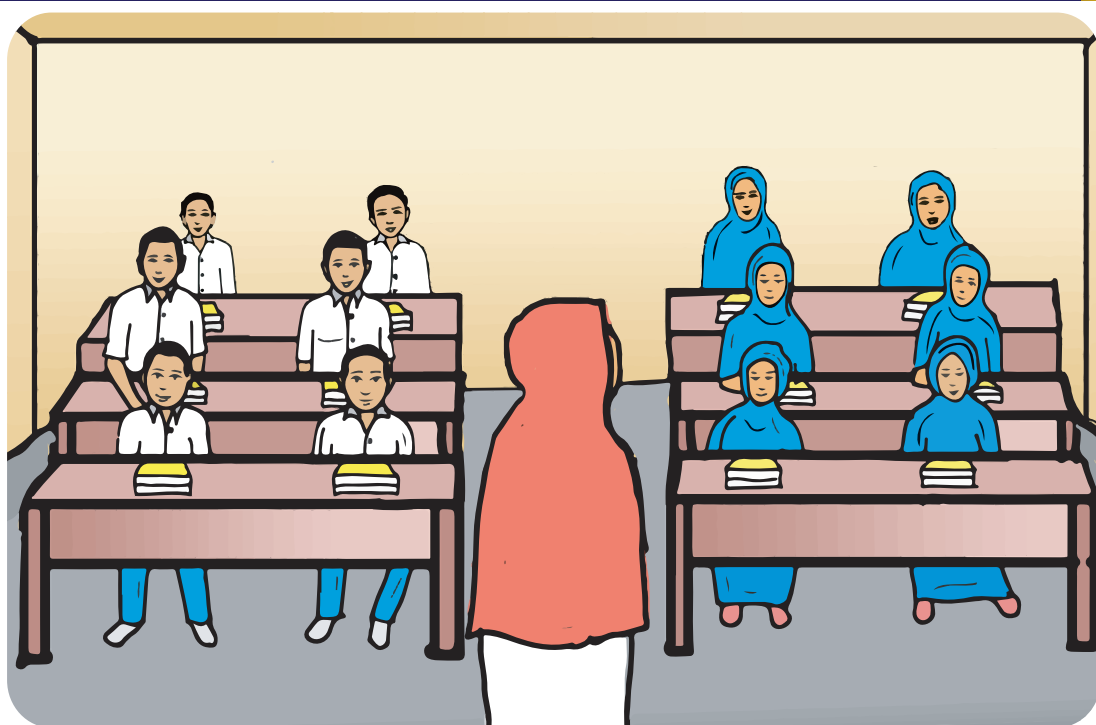
Activity 2: Case Study Analysis

Review a case study demonstrating the functions of evaluation in a classroom. Discuss how these functions impact teaching and learning. Share your insights with the class.

Lesson Review Questions

1. Discuss the differences between the following types of evaluations and provide examples for each:
 - a) Placement evaluation
 - b) Formative evaluation
 - c) Summative evaluation
 - d) Diagnostic evaluation
2. Identify and explain what type of evaluation the following test results represent:
 - a) Asha scored the highest on an English test in her grade 5 class.
 - b) Osman typed 60 words per minute, above 90 percent of the typists who appeared for the interview.
3. Differentiate between criterion-referenced evaluation and norm-referenced evaluations with clear examples.
4. Discuss the functions of evaluation.
5. What are the functions of summative evaluations?
6. Explain the functions of formative evaluations.

Lesson 4: Constructing, Administering and Using Tests to Evaluate Learners.



Introduction

In lesson four, we will focus on the essential processes of constructing, administering, and utilizing tests to effectively evaluate learners. Understanding how to create and use assessments is crucial for measuring student learning and improving educational practices. You will also learn to construct test items, administer tests effectively, and analyze examination results.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Construct test items for primary English language
- Successfully administer test items
- Use tests and examination results effectively

Lesson Contents

- Construction of test items
- Administering of test items
- Using tests and examination results

Lesson Learning Activities

4.1 Development of Test items

Developing test items is not an easy task given we are evaluating a whole range of students with different needs, capacities and learning styles. When developing the items we have to take into consideration all of these aspects. Here are some general guidelines that might help you during your test items development.

As teachers we always have a lot of available test formats and test questions to select from. To avoid confusion, choose the test format first, then choose the best questions for the test format you have chosen. The most common test formats include multiple choice, true-false, fill in the blank, and open-ended questions. Every test format has different ways of developing them. In general the test item should be based on the course material, and only authentic and relevant test items should be chosen. In addition, test items should be sequenced from easy to difficult, a mixture of short answers and long answers questions, from concrete to abstract concepts, from factual (knowledge-based) to inferential or application questions.

a) Multiple Choice Questions

Multiple choice questions test learners on particular subject matter. They contain question stem and available options for students to choose from as their answers. Here are some tips to construct multiple choice questions:

1. Avoid excess wordings. You need to be clear and brief in your phrasing and word choice
2. There should be only one correct answer from the options you are giving
3. The number of options from, which the learners should select should be between 3 and 5
4. Avoid using 'all of the above' or 'none of the above' options
5. You should ask yourself whether each incorrect answer in a multiple-choice question is plausible enough to be chosen or could possibly be argued as correct
6. Each incorrect answer should stand a reasonable chance of being selected and confusing someone who does not know the material.
7. Distribute correct answer options in such a way that it doesn't create a consistent pattern, which will give learners obvious answers (e.g. for all questions, the answer is # 2 among the choices, e.t.c.)

8. Ensure that multiple choice questions should test knowledge application, comprehension, analysis and evaluation to get a sense of students' understanding of the subject area content.

b) True-false Questions

This is used when evaluating learner's ability to remember specific facts about the subject. Here are some tips to construct true-false questions

1. Answers should be clear and distinct. They should either be true or false but not both true and false.
2. True-false items should not exceed one sentence.
3. Avoid using negative questions such as 'this book was not written by....' but instead use 'this book was written by....'
4. Use a random order of true and false responses in your test questions to avoid creating answer pattern or trend.
5. Distribute the answers in such a way that they do not create a pattern, which will give learners obvious answers
6. Use more false questions than true questions as they have been proven to cater towards higher cognitive level students.

c) Fill-in-the-Blank Questions

This type of questions requires learners to know the correct answer rather than having the ability to guess answers. Here are some tips to construct fill-in blank questions.

1. Make sure that there is only one possible correct answer to avoid confusion and difficulty in grading.
2. Avoid blank spaces at the beginning of the sentence. Blanks should come at the end or close to the end of the question or statement
3. Fill in-blank questions should test the learners' ability to remember important information taught within the content covered or related to it.
4. In the case of an essay, fill-in-blank question, add some other questions besides the primary question for the student to respond to instead of only a single question to answer.

5. To test comprehension, a good starting line for the test question is, 'Explain the following...'
6. To test learners' ability to analyze a concept, use 'compare and contrast'... as the opening phrase.

d) Open-Ended Questions

They are good for evaluating higher level cognitive learning and overall comprehension of a subject. They allow the learner to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow the teacher to test the learner's broader understanding of a subject matter. And, these types of questions are often more applicable to real life situations, which the learner may be presented in the future.

4.2 Administering the Test

The goal of administering test is to obtain valid evidence of learner's learning. The validity is built-in by matching behavioral objectives to the test items.

In order to administer an exam effectively, you should avoid increasing anxiety by allowing plenty of time. Arrange for a quiet, well-lit comfortable area with adequate space free from any sort of distraction. Walk around the classroom as this discourages inappropriate behavior and makes you more accessible to those who have questions.

Interruptions should be minimized by informing the learners before the exam that corrections will be written on the board. Announcing the remaining time for example 'twenty minutes' and five minutes before collecting tests is a good practice to redirect the mind of the learners in finishing up the examination on time and by checking whether they have written their names and student numbers during the last five minutes.

Rules about test taking should be specified in advance like if the learners are allowed to wear hats when taking exams. Also, if you have special needs students in you class there will like be the need to make arrangements all beforehand to provide relevant support (e.g., assistive devices, assessments in larger print for those with visual impairments, etc.).

The purpose of the assessment and time allowed for completion has to be clear. You should consider bringing extra exams, answer sheet to each exam in order to be prepared for learners' emergencies

4.3 Using Tests and Examination Results

It is every teacher's wish to measure the educational achievement of the learners whom he or she has taught. This explains why examinations are administered in each and every system of education. A teacher wants to know if his/her class is progressing and if he/she is meeting the targets set and other academic expectations. All these are priorities of any effective teacher and they can get to know these through tests and examination results. The following are some of the ways in which we can use tests and examination results.

1. The test or examination results help a teacher to know whether the class is performing above average, average, or below average. This will help the teacher in formulating new strategies for teaching and learning and where the teacher may need to request additional support from peers and/or head teachers/academic supervisors.
2. A teacher-constructed test is used as a full-fledged achievement test which covers the entire course of a particular subject. This is used to measure learners' academic achievement in a given academic term. It helps the teacher to determine who is progressing to the next level and who is not.
3. Assessment of how well specified instructional objectives have been achieved and determination of the efficacy of learning experiences. The accumulated experience will enable the teacher to know the gaps and strengths of the instructional materials and textbooks which will pave the way for reviewing and developing subsequent editions or where a teacher may need to create additional instructional resources to support learning for all students.
4. Diagnostic tests aid the teachers and the school administration in identifying the learners' learning difficulties to inform necessary remedial measures. These types of evaluations can also help to determine how to group learners to provide relevant support and follow-up (whether for remedial support for struggling learners or enrichment activities for high performing learners).
5. Test certifies and classifies learners by grading them on the basis of result scores. Skillfully prepared teacher-made tests can serve the purpose of a standardized test or can be used to render guidance and counseling to both learners and teachers.
6. Good teacher-made tests can be exchanged among neighboring schools. These tests can be used as a tool for formative, diagnostic and summative evaluations and assess learners' growth in different areas.

Activity 1: Discussion

In groups, discuss the steps involved in preparing and constructing an examination. Share insights with the class.

Lesson Review Questions

1. Discuss in groups the steps of preparing and constructing an examination or a test.
2. What are the processes for administering an effective test?
3. Explain the process of analyzing learners' responses on evaluations involving different items.
4. Describe the usefulness of evaluation in the learning process.
5. Explain the usefulness of evaluation results.
6. With your partner, develop a sample evaluation for grade 5 English, then present it to the class.

CHAPTER REVIEW QUESTIONS

PART A: CONCEPT MASTERY

Answer all Questions

1. Educational evaluations assess the effectiveness of an educational experience which is measured against instructional objectives. Justify the above statement by discussing how the use of evaluations aid:
 - a) The teacher
 - b) The parents/guidance
 - c) The learner
 - d) The school administration
2. Identify the fundamental components in an evaluation
3. Outline the steps and procedures for formulating an evaluation
4. Explain how the application of evaluation results as feedback helps the teacher in achieving the instructional objectives
5. Discuss the characteristics of a good evaluation
6. Identify and explain the types of evaluation.
7. Explain the purpose of an evaluation
8. Constructing the test item and successfully administer it is a vital procedure in the entire evaluation process. Do you agree? Justify your answer.

PART B: WRITE ON

Write an essay of about 100 words on the advantages and disadvantages of an evaluation.

Your essay should be only four paragraphs consisting of:

- a. An introduction
- b. Advantages
- c. Disadvantages
- d. Conclusion

MICROTEACHING

meaning, definition, explanation...

Chapter Objectives

By the end of this chapter, the student-learner should be able to;

- Learn and assimilate new teaching skills under controlled conditions.
- Discuss the principles of micro-teaching
- Master a number of teaching skills.
- Develop and gain confidence in teaching.
- Micro-teach

Chapter Content

- The Principles of Microteaching
- Microteaching cycle
- Micro-teaching lesson plan

Lesson 1: Principles of Microteaching



Introduction

In lesson one, we will explore the principles of microteaching. This innovative approach allows trainee teachers to practice and refine their teaching skills in a controlled environment. In this lesson, you will learn about the definition of microteaching, its principles, preparation methods, and essential teaching skills.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Define microteaching
- Discuss the principles of microteaching
- Develop and master a number of teaching skills
- Prepare for micro-teaching sessions

Lesson Contents

- Definition of microteaching
- The principles of micro-teaching
- Preparation for Micro-teaching
- Skills of Micro teaching Techniques

Lesson Learning Activities

1.1 Definition of Microteaching

Micro-teaching is a scaled down teaching encounter in class size and class time where a trainee-teacher teaches a small unit to a group of five to ten pupils for a small period of 5-10 minutes. Such a situation offers a helpful setting for an experienced or inexperienced teacher to acquire new teaching skills and to refine old ones. It allows trainee-teachers to apply clearly defined teaching skills to carefully prepared lessons, often with an opportunity to observe the result or get the feedback instantly. Therefore, we can define microteaching as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practice teaching under controlled conditions. It is a highly individualized training device, which provides adequate feedback for trainee's performance. Microteaching is relatively a new innovation in the field of teacher education where there is real teaching but focuses on developing teaching skills though it is a scaled down teaching in the sense that;

- i. It has reduced class size to 5-10 pupils.
- ii. It has reduced duration of period to 5-10 minutes.
- iii. It has reduced size of the lesson.

Activity 1: Group Work

In small groups, explore the definition and significance of microteaching. Share your insights with the class.

1.2 The Principles of Microteaching

Microteaching rotates around certain principles called principles of microteaching that improve its reach in the all-round development of the teachers and their teaching skills. They include;

1. One Skill at one Time

We target teaching skills in microteaching one at a time. Training on particular teaching skill is given until it is mastered. Once mastered, another skill is targeted next. Thus, microteaching aims for one skill at a time.

2. Small Scale Content

Limiting the content gives more freedom and ease to the trainees. Thus, microteaching is based upon the principle of limited content. Teachers are to prepare their lessons within the given content, therefore, it becomes easier for them to conduct their lessons.

3. Practice makes Perfect

Mastering skills require practice. While focusing on one skill at a time, micro teaching program also gives an opportunity to practice those skills. Lots of practice can [boost the self-confidence](#) and promote in development of teaching skills.

4. Experiments

Experiments are the key factors in any concept. In microteaching, many experiments are conducted in order to test the skills of the teachers.

For example, the supervisors conduct experiments where the length of the lessons, time duration, the strength of students in the class etc is changed. These skills are tested under controlled condition.

5. Instantaneous Feedbacks

Microteaching consists of teacher-pupil and supervisor as students. Once a session ends, teacher-pupil and supervisors come up with their feedback. This feedback is given instantly after the lesson plan ends. Thus, it helps in rectifying the drawbacks.

6. Self-evaluation Opportunities

Evaluation plays an important role in any task. In microteaching, supervisors conduct various tests and thus there are several chances to analyze mistakes.

Evaluation gives an opportunity to [understand the mistake and overcome it](#). This program includes a session where drawbacks are pointed out along with their solution. Thus, overall improvement becomes an easier target.

7. Continuous Efforts

Acquiring and mastering skills is a slow and ongoing process. Even after mastering a previous skill, one should continually strive for betterment. Continuous efforts make it easier to attain overall development.

1.3 Preparation for Micro-teaching

Micro-teaching preparation and actual practice needs to proceed systematically in a sequence as follows;

Step 1: The instructor trainee prepares a small lesson often in the light of previous lectures, discussions etc. to do with some aspects of learning and teaching.

Step 2: A few specific skills are concentrated on e.g. questioning techniques, explaining (exposition) etc. during the lesson.

Step 3: Class size (consisting of fellow trainee instructors) should be between 5 and 10 at most. This number is far below the group of 20 to 35 trainees found in a normal class.

Step 4: The time limit is by far less than the normal 30 to 40 minutes in a regular lesson. This would take between 7 and 12 minutes.

Step 5: The instructor trainee teaches what s/he has prepared to a group of colleagues.

Step 6: Feedback session. After the trainee has taught the lesson, s/he is given a feedback. Feedback is given by his/her colleagues as well as the trainer. The feedback should be balanced and should focus on both the positive aspects as well as the perceived weakness. It is done with a view to improving rather than destroying the morale of the teacher-trainee.

Step 7: Deciding to re-teach the lesson. In the light of the feedback and the overall critique, the teacher-trainee prepares to re-teach the lesson. S/he replans the lesson and gets another opportunity to teach a group similar to the first one taught.

Activity 2: Group Discussion

In groups, outline the preparation process for a microteaching session. Present your findings to the class.

1.4 Skills of Micro teaching Techniques

1. Introduction Skill

Establishing rapports with the learners, linking the past experiences, to the introduction and the main parts and using appropriate devices or techniques like questioning, examples, etc.

2. Skill of Probing Question

This is asking curious questions, which help the pupils to think in depth about the various aspects of the problem by asking such questions again, the teacher, makes the pupils more thoughtful. These questions enable the pupils to understand the subject deeply.

3. Skill of Explanation

It involves the ability of a teacher to describe logically 'How', 'Why' and 'What' of a given concept. This skill helps in explaining the concept in simple language and should be according to the age, experience and mental level of the pupils

4. Skill of Stimulus Variation

Teacher movement, teacher gestures, change in voice, focusing, change in the interaction pattern, pausing and student's physical participation

5. Skill of Black-board

Writing components of the skill of blackboard writing are:

- i. Legibility
- ii. Size and alignment
- iii. Highlighting main points
- iv. Utilization of the space
- v. Blackboard summary
- vi. Correctness
- vii. Position of the teacher
- viii. Contact with the pupils.

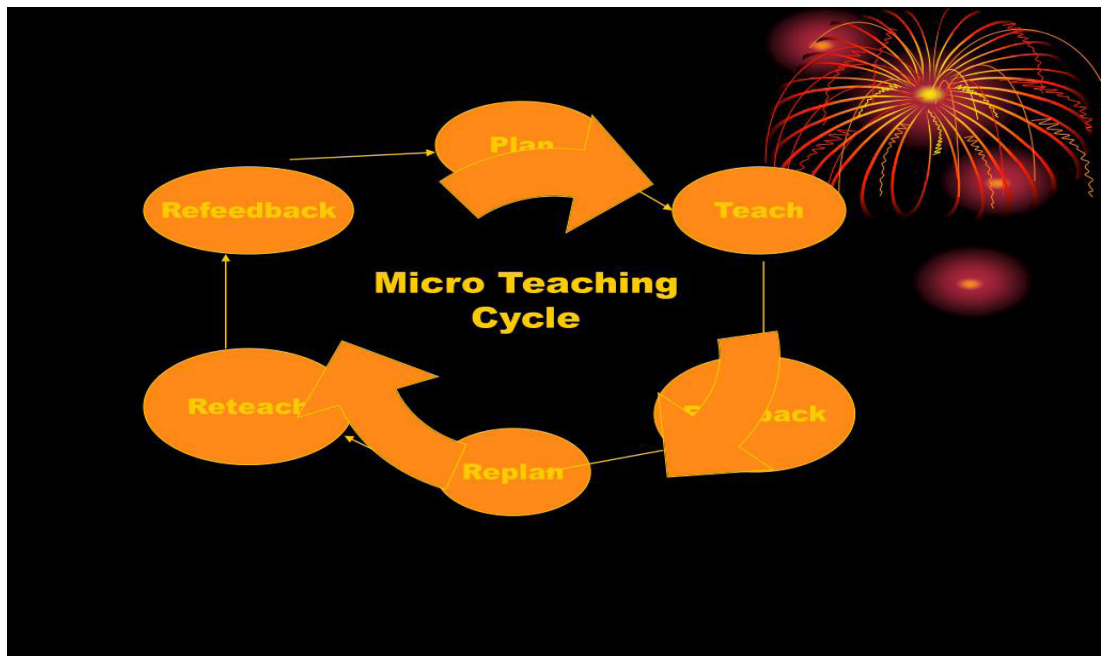
Advantage of Micro-teaching

- a. It enables projection of model instructional skills.
- b. Micro-teaching provides experts with supervision and constructive feedback.
- c. It provides for repeated practice without adverse consequences to the teacher or his students.

Lesson Review Questions

1. In your group, discuss the advantages of microteaching in lesson presentation.
2. In pairs, compare microteaching with traditional teaching methods.
3. Explain the differences observed in microteaching compared to teaching students.
4. Discuss various skills of microteaching techniques and give examples of suitable lessons in English.
5. Illustrate five components of blackboard skills used during microteaching and discuss their importance.

Lesson 2: Microteaching Cycle



Introduction

In lesson two, we will delve into the microteaching cycle, a structured approach that enhances teaching skills through systematic practice. This lesson will help you understand the steps involved in the microteaching cycle and the phases that comprise the process.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Explain and use the micro-teaching cycle during teaching
- Discuss the phases of micro-teaching

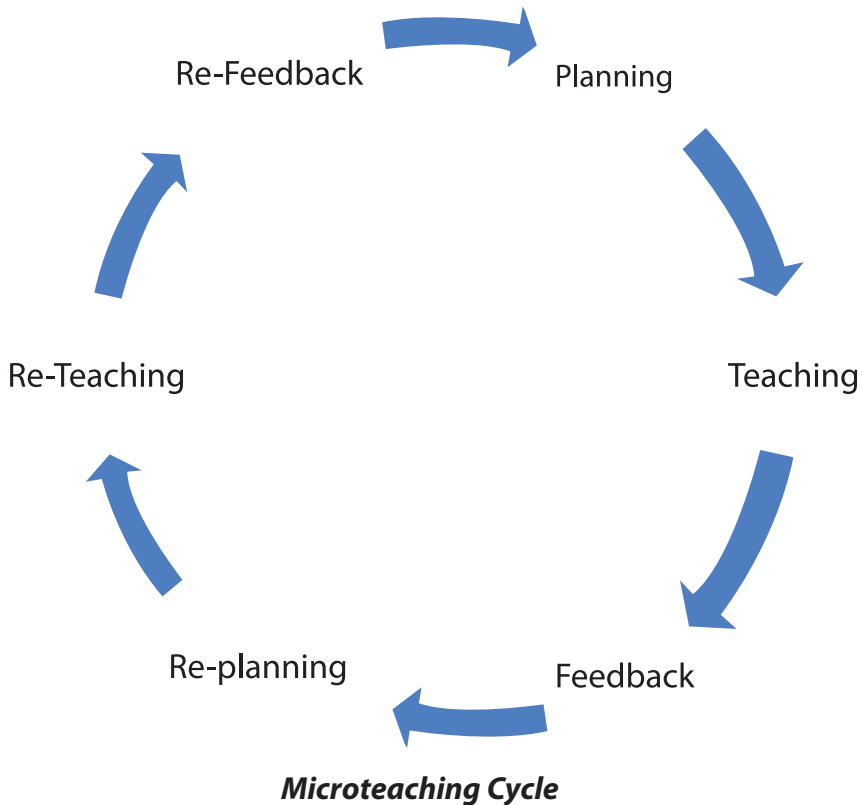
Lesson Contents

- Micro-teaching cycle
- Phases of Micro-teaching

Lesson Learning Activities

2.1 Microteaching Cycle

The six steps generally involved in microteaching cycle are Planning, Teaching, Feedback, Re-planning, Re-teaching, Re- feedback. There can be variations as per requirement of the objective of practicing session. The micro teaching cycle can be represented in a diagrammatic representation of a Microteaching Cycle as follows:



Planning

This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

Teaching

This involves the attempts of the teacher-trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized in the planning

of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He/she should have the courage and confidence to handle the situation arising in the class effectively.

Feedback

This term refers to giving information to the teacher-trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

Re-planning

The teacher-trainee re-plans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

Re-teaching

This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback

This is the most important component of Micro-teaching for behaviour modification of teacher- trainee in the desired direction in each and every skill practice.

Time duration for the microteaching is as follows;

- ✓ Teaching : 6 Minutes.
- ✓ Feedback : 6 Minutes.
- ✓ Re-Planning :12 Minutes.
- ✓ Re-Teaching : 6 Minutes.
- ✓ Re-Feedback : 6 Minutes.

2.2 Phases of Micro-teaching

There are three phases of the Micro-teaching procedure which you have studied in the previous section of this Unit. They are :

1. Knowledge Acquisition Phase.
2. Skill Acquisition Phase.
3. Transfer Phase of Micro-teaching.

1. Knowledge Acquisition Phase

It is also called Pre-Active Phase. It includes the activities such as providing knowledge about teaching skills, observing the demonstration of teaching skill and analyzing as well as discuss the demonstration of the teaching skill.

2. Skill Acquisition Phase

It is also called Inter-Active Phase. It includes the activities such as planning and preparation of micro lesson for a skill, practicing the skill, evaluation of the practiced skill or Feedback and re-planning, re-teaching and re-feedback until the desired level of skill is achieved.

3. Transfer Phase

It is also called Post-Active Phase. It includes the activities such as giving opportunity to use the mastered skill in normal classroom teaching and integrating the different skill practiced.

When mastery has been attained in various skills, the teacher-trainee is allowed to teach the skills together. This separate training programme to integrate various isolated skills is known as 'Link Practice'. It helps the trainee to transfer effectively all the skills learnt in the micro teaching sessions and bridge the gap between training in isolated teaching skills and the real teaching situation faced by a student-teacher.

Activity 1: Phases of Microteaching

In groups, create a visual representation (such as a chart or diagram) that outlines the three phases of micro-teaching and their key components. Present your findings to the class.

The link practice has the following characteristics;

The desirable number of pupils is 15-20

The preferable lesson duration is 20minutes.

The desirable number of Skills is 3-4 Skills

Link practice or integration of skills can be done in two ways;

1. Integration in parts.

In this link practice, 3 or 4 teaching skills are integrated and transferred into a lesson of 15-20 minutes duration.

2. Integration as a whole

In this link practice, student-teacher integrates all the individual teaching skills by taking them as a whole and transfer them into a real teaching situation.

Activity 2: Integration Demonstration

Divide the class into two groups. One group will demonstrate the integration of micro-teaching skills in parts, while the other group will demonstrate integration as a whole. Afterward, compare the two methods and discuss which is more effective and why.

Lesson Review Questions

1. In groups, illustrate the phases of micro-teaching.
2. Present an outline of the time duration for the microteaching presentation.
3. a) Divide the class into two groups to demonstrate:
Integration of micro-teaching skills in parts.
Integration of micro-teaching skills as a whole.
b) Compare the two integration methods and discuss which is more effective in micro-teaching, providing reasons for your opinion.
4. Work in pairs to demonstrate the importance of the micro-teaching cycle in teaching.
5. Summarize when and why re-planning occurs during the micro-teaching process.

Lesson Planning



Introduction

In lesson three, we will focus on creating an effective micro-teaching lesson plan. This lesson will guide you in assimilating new teaching skills under controlled conditions, mastering essential teaching techniques, and developing confidence in your teaching abilities.

Lesson Objectives

By the end of this lesson, the student-learner should be able to:

- Learn and assimilate new teaching skills under controlled conditions
- Master a number of teaching skills
- Prepare a microteaching lesson plan
- Micro-teach effectively
- Develop and gain confidence in teaching

Lesson Content

- Definition of microteaching
- Preparing a microteaching lesson plan
- Components of a micro-teaching lesson plan
- Micro-teaching lesson plan sample
- Micro-teaching Session

Lesson Learning Activities

3.1 Definition of Microteaching

After the facilitators input on lesson planning and responding to all questions of participants, then micro-teaching follows.

Participants are divided into cells of 5 at maximum. Each participant in a group of 5 prepares a mini-lesson plan of between 5-7 minutes to teach his/her colleagues in the group. The lesson content should focus on an issue that one is very conversant with. This means that micro-teaching will be going on simultaneously in several groups at the same time. The overall purpose is to sharpen the participants' ability in marking and implementing/translating lesson plans into real teaching situations. To translate this into a real teaching, you need a lesson plan.

3.2 Preparing a Microteaching Lesson Plan

You've been asked to deliver a micro-teaching session to demonstrate your skills, knowledge and understanding in your concept. Your micro teach will show your supervisor the kind of teacher you are and give you the opportunity to receive feedback on your teaching technique. It can be a scary prospect but here are some tips on how to plan and deliver a successful micro-teach session.

Planning

Create a clear plan with a start, middle and end. Include your aims and objectives to ensure your learners achieve your desired outcome. It helps to know how many students will be in the class, where the lesson take place, what resources will be available, what level the students will be and for how long (Micro-teach sessions usually last from 7 to 10 minutes). This is all information you can request if it is not given to you.

Assessment

Before starting your session, make sure to assess your learner's prior knowledge. Although you will have found this out ahead of the session, it is worth assessing this yourself in the opening of the session. If the students seem knowledgeable about your subject, you can quickly adapt your session to suit the learner's abilities.

Activity 1: Assessment Method Role-Play

In groups, role-play an assessment method you would use and discuss its importance in micro-teaching.

Defining Aims and Objectives

Define your aims and objectives to your students, this will not only keep you focussed and on track, but keep the learners engaged knowing what they are working towards something. You can start the session by saying ***“Today we’re going to learn about.... By the end of the session, we should all....”***

Delivering

Now you have made a plan, assessed your students and defined your outcome, you are ready to deliver your session. Remember to keep your students engaged with activities or open discussions. You may also take this time to participate with the class to get a feel for the students and the school. When running activities, make sure to stay in control of timing. Activities can tend to run over, so make sure you keep the lesson moving to get to your end goal.

Ending your Session

At the end of your session, make sure to pack everything away and open the floor to questions.

Now you have everything set out, make sure to practice your sessions in front of your peers or colleagues so they can give you constructive feedback before your session. There could be things that you’ve missed or areas you could work on.

3.3 Components of a Micro-Teaching Lesson Plan

There are five main components of any successful lesson. You need to rethink of your lesson plan if you miss one of them. These five components are as follows:

Objectives

Write what you expect your students will do by the end of the lesson e.g. by the end of the lesson, students will be able to “pronounce, identify, put words in sentences, change into passive, compare, answer, use, match, etc” or any verbs that can be observable and measurable in the classroom.

Warm-up

Revise the previous lesson, check homework orally, correct common mistakes, ... etc or any other activity that can activate students and prepare them to receive the new material.

Presentation

Present the new material using the suitable techniques; write the procedures that you will follow to explain the new material.

Practice

It is the work done by the students whether it is controlled, guided, or free. Students answer some exercises based on the material presented. These exercises are often there on the set book.

Assessment

Write some sentences on the board or distribute printed papers to see whether the objectives were achieved or not and to check whether students learned or not according to the objectives. If not, you should reteach the lesson using different techniques.

3.4 Micro-Teaching Lesson Plan Sample

We are going to prepare a micro-teaching lesson plan for English. Our topic will be nouns for class five. The lesson plan will be as follows;

Class: Five **Subject:** English **Topic:** Nouns **Date:** 01/09/2021

Objective: To identify and define a noun

Skill: Illustration with examples

Teaching Resources: Classroom objects, boys, girls

Learning Resources

Student-teacher's Activities	Pupils' Activities	Time
1. Review the previous lesson by asking leading questions	1. Stand up and Answer questions	2 min.
2. Write sentences on the board and ask pupils questions	2. Read the sentences and answer the questions	5 min.
3. Hassan is a nice boy: What is the name Hassan in the sentence?	3. Hassan is a name of a person	
4. Hassan comes from Mogadishu: What is Mogadishu in the sentence?	4. Mogadishu is a name of a place	
5. Hassan is sitting on a chair: What is a chair in the sentence?	5. A chair is a name of a thing	
6. Hassan has a camel: What is a camel in the sentence?	6. A camel is a name of an animal	2 min
7. Summarize the lesson: Hassan, Mogadishu, a chair and camel are nouns: What is a noun?	7. A noun is a name of a person, a place, a thing or an animal	
8. Name other examples of nouns	8. Pupils to name nouns(Ali, Aisha, teacher, window, sheep, cow, zobe, Bakara)	

Assessment: Oral questions, Naming objects

3.5 Micro-Teaching Session

Back in the micro-teaching session, the teacher-trainee can conduct wrap-up discussions on lesson plans using the following guiding questions:-

- (1) What went right during your micro-teaching sessions?
- (2) What difficulties did you face?
- (3) How can such difficulties be overcome?

The teacher-trainee summarizes the key issues arising from a discussion of these questions.

Teaching Resources: Newsprint, scissors, Masking tape, colored papers, felt pens, portable chalkboards and chalk, word cards, pencils and pens.

Activity 2: Micro-Teaching Lesson Plan Preparation

In small groups, discuss the steps involved in creating a micro-teaching lesson plan and share your ideas with the class.

Lesson Review Questions

1. Assessment:

- a) Illustrate the best assessment method for a lesson on phonetics awareness and role-play how it could be used.
 - b) Discuss the importance of assessment in micro-teaching.
2. Outline the process of preparing a micro-teaching lesson plan in small groups.
 3. What do teacher-students need to know before the beginning of a micro-teaching session?

CHAPTER REVIEW QUESTIONS

PART A: CONCEPT MASTERY QUESTIONS

1. Micro-teaching is a procedure. State and explain the step by step procedure of micro-teaching cycle
2. State and explain the micro-teaching skills used in a micro-teaching lesson
3. Using examples, illustrate the components of micro-teaching
4. Micro-teaching as a system of controlled practice that makes it possible to concentrate on specified teaching behavior and to practices teaching under controlled conditions. In a presentation, justify this statement
5. Explain the assessment knowledge and skills desirable in a micro-teaching classroom teacher?
6. Explain the elements of micro-teaching?

PART B: MICRO-TEACHING

1. Summarize the micro-teaching process in not less than 50 words. Thereafter present your summary in front of the class
 - 1 a) As a trainee-teacher, you are required to prepare a micro-teaching lesson plan following the instructions below
 - i. Topic: Adjectives
 - ii. Micro-teaching skills: Skills of explanation
 - b) In a group, you are going to present the micro-teaching lesson using the micro-teaching lesson plan. The group members will give you the feedback of your lesson.
 - c) Explain in the same group, the possible challenges you would face in preparing the lesson plan and delivering the lesson in the micro-teaching.

Research



Chapter Objectives

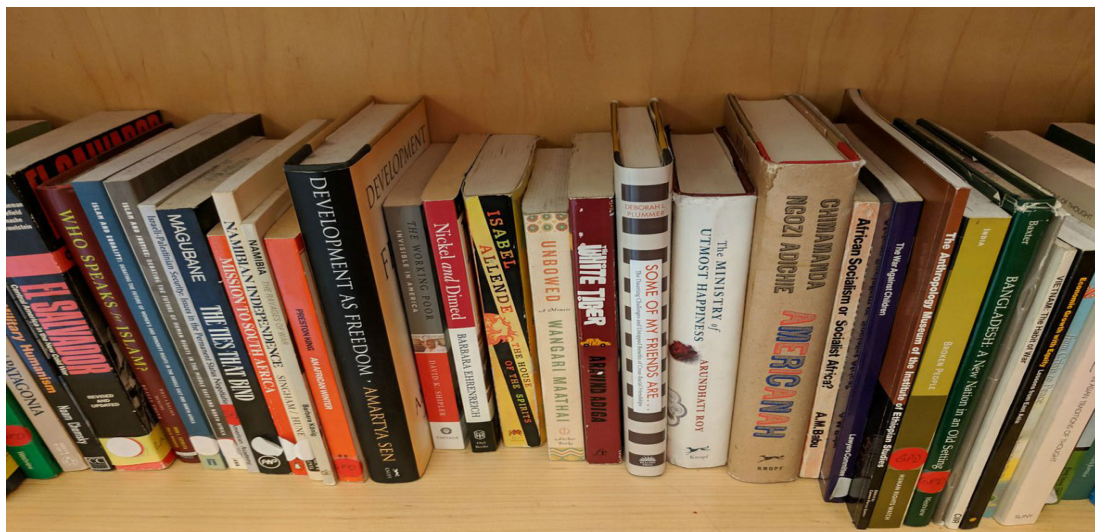
By the end of the chapter, the student-teacher should be able to:

- Define a problem statement
- Outline the purpose of a problem statement
- Formulate a problem statement
- Explain and articulate an hypothesis
- Identify appropriate research methodology
- Describe research data handling procedures
- Write a comprehensive research report

Chapter Content

- Problem statement
- Hypothesis
- Research methodology
- Research data handling procedures
- Research report

Lesson 1: Problem Statement



Introduction

In lesson one, we will explore the concept of a problem statement in research. Understanding how to define and formulate a problem statement is essential for conducting effective research that addresses specific issues.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Define a problem statement
- Formulate a problem statement
- Outline the purpose of a problem statement
- Describe the characteristics of a problem statement

Lesson Contents

- Definition of problem statement
- Significance of problem statement and its characteristics
- Formulation of problem statement

Lesson Learning Activities

1.1 Definition of Problem Statement

Activity 1: Group discussion

In small groups, brainstorm examples of research problems in education. Share your thoughts with the class.

Before you start any form of a research or a study, get a clear understanding of what problem to be solved exists and learn to define it clearly. In any research or study, research problem forms the basis of the whole research process.

For example, in a classroom setting, you need to identify the specific area of concern in that class and try to find a short and a long lasting solution to that problem. The problem could be: classroom management, or mother tongue influence on English language skills development and we need to find a solution. The process of finding the solution to such problem can be done through a research. The problem of concern to be solved is called a research problem and when put in a statement it forms a problem statement for the research. This implies that we are doing research to solve the existing problem or a problem that exists in theory or literature, which requires consideration and research.

Consequently, a problem statement in study is a statement or a question about an area of concern, a condition to be enhanced or a difficulty to be eradicated that requires meaningful understanding and careful investigation.

A problem statement defines the specific study area and provide a brief synopsis of how to develop a hypothesis (also called a thesis), hence, it is very important. A problem statement presents an open-ended value question leading towards getting the solution to a the problem. The quality of a research problem can lead to taking the research steps needed to come up with a successful solution to the stated problem.. It's possible to produce a number of researchable subjects from the same subject because there are quite a number issues that may arise out of it. However, your study should pursue only one issue in detail.

Examples

The following are examples of existing problems in schools that require a lasting solution and for which research could be conducted using a variety of sources.

1. Classroom management.
2. Lack of textbooks, manuals for teachers and learners.

3. Overcrowding in classrooms.
4. Lack of teachers.
5. Absenteeism of learners.
6. Poor study habits.
7. Poor reading ability.
8. Drug addiction in schools.
9. Bullying in schools.

1.2 Formulating of Problem Statement

In any research, it is important to make the purpose of your research clear to both you-the writer and the audience-the reader. To achieve this, you need to formulate a research problem. Clarity around the research problem, therefore, is to begin to guide you through the research project writing. The following are ways of formulating a effective research problem

1. Specify Research Objectives

As a researcher, you should come up with a clear statement that explains all objectives of the research well. These objectives should be realistic and achievable in order to have a successful research as well as to ensure research your study is relevant. In addition, specific and clear objectives help to evaluate research answers and to identify different techniques to be used to address the problem raised by the problem statement.

2. Review the Context of Research Problem

A successful researcher should define and test all environmental variables. This will help you in determining if the findings of your research will produce data that will warrant consideration. It is, therefore, important to identify specific environmental variables.

For example, Environmental variables are factors (variables) **that exist in an individual's physical environment that influence behavior**. This can be things such as where a person lives, the people they have in their lives, their personal circumstances and they may affect your research outcome. Also identifying them will help you consider affective methods of controlling the variables.

3. Exploring the Nature of your Research Problem

Research problems range from simple to complex, and they depend on the relation of these various variables, which could be directly relevant to research questions. The knowledge on the nature of the research problem can enable you to develop effective solutions.

4. Determine Variable Relationships

Research studies focus on creating a certain sequence of repeated behaviors over time. Completing the whole research process involves:

Classifying the variables that affect possible solutions to your study problem.

- The research could be scientific or social (class, gender, ethnicity, age grouping, group identity)
- Defining functional relationships between prevailing variables.
- Selecting the most acute variables for a solution of your research problem.

Note: It is necessary to consider and generate as many potential approaches and variable relationships as you can.

5. The consequences of alternative approaches

Each course of action brings about distinct consequences. For this reason, you need to predict the consequences. It is therefore, important to share possible outcomes as it is the primary goal of any research process.

1.3 The purpose and characteristics of problem statement

The purpose of problem statement

1. Introduces the reader to the importance of the topic under exploration. The reader is focused on to the importance of the study and the research questions or hypotheses (theses) to follow.
2. Puts the problem in a specific context that discusses the factors under investigation.
3. Offers an outline for recording the results and ways of presenting the data.

The characteristics of problem statement

1. **Can be stated clearly and concisely**

A research problem that cannot be stated clearly and briefly is probably not a good research problem. The best way to test the problem statement is to write it into a short sentence or paragraph and share it with others or your instructor to see if they have a similar understanding of what the problem that will be investigated as you.

2. **Generates research questions**

The problem should create a number of more specific research questions. These turn the problem into a question set-up and symbolize various features or aspects of the problem. The study questions can help to synthesize the problem statement so that is easier to research, discuss, and explore it.

3. **Based in theory**

Worthy problem statements have theoretical and/or conceptual backgrounds for to be analyzed. They can relate the specifics of what is being examined to a more general theoretical which helps to interpret the results and connect it to the field.

4. **Relates to one or more academic fields of study**

Good problem statements relate to academic fields which generate a range of views and typically have a variety of sources to support the different views with respect to the problem statements.

5. **Based in the research literature**

A well-stated problem will relate to previous or existing research literature. Acute problems frequently identify with a clear cut collection of literature, composed by a select gathering of researchers whose views appear in a variety of journals and other research sources.

6. **Potential significance or importance**

Asking the question 'so what' is an important step in deciding whether a problem statement is worth exploring. At the very least, the problem must have importance to the researcher, but ideally it should also be of consequence to others. Asking and answering the 'so what' question can help you to decide whether the problem statement is worth investing time and research in exploring.

7. **Adequate data is available or can be obtained**

Now and again, there is inadequate data to research and resolve a problem statement. Trustworthy sources such as people with direct knowledge and experience in addressing the problem raised in the problem statement may have passed on and authentic materials might have been lost. Similarly, it is hard to conduct research outside of one's country unless you can go there and gather information. Therefore, it is advisable to utilize a current database from relevant data banks that have been created, curated, and updated over many years.

Activity 2: Research

In groups, list examples of current issues in schools. Choose one problem and create a problem statement. Identify potential sources of information for researching this problem, noting which can be accessed in-country and which may require virtual access.

Lesson Review Questions

1. Define the term "problem statement."
2. Explain the factors to consider when formulating a problem statement.
3. State the characteristics of a good problem statement.
4. Outline the purpose of a problem statement in research writing.
5. Name a few examples of existing problems in schools today. Select one, draft a problem statement, and identify possible sources of information for research.

Lesson 2: Hypothesis



Introduction

In lesson two, we will clarify the concept of a hypothesis (or thesis) in research. Understanding how to define, formulate, and evaluate a hypothesis is crucial for conducting effective studies and drawing meaningful conclusions.

Lesson Objectives

By the end of this lesson, the student-teacher should be able to:

- Define hypothesis (or thesis)
- State the importance of hypothesis (thesis) in research
- Formulate a hypothesis (thesis)
- Draw the characteristics of a good hypothesis (thesis)

Lesson Content

- Definition of hypothesis (thesis)
- Importance of hypothesis (thesis)
- Formulate hypothesis (thesis)
- Characteristics of a good hypothesis (thesis)

Lesson Learning and Teaching Activities

2.1 Definition of Hypothesis (thesis)

Hypothesis (sometimes called a *thesis*) is a postulation based on some evidence. It is informed by the researcher's expectation or prediction about the relationships among study variables. It interprets a research study question into a prediction. It gives the relation between variables and In simple terms an hypothesis is an opinion that is yet to be established as valid (arguable, supportable). It is a tentative

answer to a research problem that is yet to be confirmed. An hypothesis gives an explanation of a problem basing its arguments on previous or current knowledge, observations, and other forms of evidence.

An hypothesis is basically a notion/idea that must be put to test.

In simple terms a [hypothesis](#) is an argument so that is yet to be established to find out if it is true. It is a tentative answer to a *research* problem that is advanced and yet to be confirmed. Hypothesis gives an explanation for an observed problem basing its arguments on previous knowledge or observations. This is called a research question. A hypothesis is basically a notion/idea that must be put to test.

2.2 Importance of Hypothesis

- a) It ensures that research methodologies are scientific and effective.
- b) It helps to assume the probability of research failure and progress.
- c) It helps to provide connections between theories, and specific research questions, and different sources of evidence.
- d) It helps in data analysis and in measuring the validity and reliability of the research/evidence/arguments.
- e) It provides a basis or evidence to prove the validity of the research.
- f) It guides the search for facts rather than theories to confirm or to refute the hypothesis.

The purpose of hypothesis

Starting with an hypothesis makes it easier for the researcher to explore his/her assumptions. From the perspective of the primary author, the assumptions you write need testing, and the idea of trying to do testing without an hypothesis is often nearly impossible.

An hypothesis directs the way through which research should be conducted to reach the goal, and helps the researcher to grasp the general purpose of the study at end of the research clearer. It helps the researcher to generate the general objectives for the research to be conducted. The general objectives should be written as clear, specific, and accurate statements, which can be measured or observed. An hypothesis can also include general goal for the research, the amount of time it will take and where the research will be conducted.

2.3 Formulation of Hypothesis

An hypothesis can be formulated based on the following hints: Read on the topic to familiarize yourself with it before making a final decision about whether the hypothesis is worth exploring. You need to make certain that the topic is researchable in an interdisciplinary sense, meaning that there is sufficient published material on the topic in the books or other materials across a range of subjects relevant to the research.

A research hypothesis has two variables that are in relation to each other. The cause and effect. Your aim is to reach a conclusion, have reliable and relevant evidence, and clarity of understanding about the problem and the validity of the hypothesis (thesis) that will be applicable beyond the research itself.

in the language used in the hypothesis should be clear so the essential meaning can be well understood. Avoid generalizing issues or assuming that the reader has the knowledge of the meanings of the key terms that may be used in the hypothesis (thesis).

Example

1. Classroom Management

What are the effects of the lack of positive classroom management in school? One possible answer could possibly be a decrease in academic performance. Therefore the hypothesis could be formulated as follows

There has been a decrease in academic performance in school due to the lack of positive classroom management skills by teachers and head teachers.

The measurable variables are academic performance and management skills that are being compared

2. Absenteeism of Learners

What is the effect of absenteeism from school?

Possible answer could be deterioration of academic performance of the learner.

The hypothesis could be formulated as follows:

The academic performance of the learner has declined because of absenteeism from school

Activity 1: Group discussion

Discuss issues such as:

- a. Lack of teachers
- b. Poor study habits
- c. Excessive use of social media

2.4 Characteristics of a good hypothesis

Ability of Prediction

One of the valuable characteristics of a good hypothesis is that it can help to predict what may be valid in the future. It not only helps to clarify the present of challenging situation but also can help to predict what may be valid in the future.

Focus on observable variables

A hypothesis must have focus on observable things based on observation. The confirmation of a hypothesis is determined by observable things.

Simple

A hypothesis should be so easy to every layman. That is, a good hypothesis must be simple and devoid of complexity.

Clear

A hypothesis must be clear and to the point. The terms used in it must be clear and understandable to everyone and unfamiliar terms are easy to decipher their meaning from the context.

Can be tested

A good hypothesis should be tested empirically. It should be stated and formulated after verification and profound observation. Thus testability is the key feature of a good hypothesis.

Relevant to Problem

A good hypothesis should be appropriate to a specific problem. It is guide to the identification and solution of the problem, so it must focus on the problem.

Specific

It should be formulated for a particular and unique problem. It should be devoid of generalizations to reach a valid conclusion.

Relevant to available Techniques

A good hypothesis should be appropriate to a specific problem. It is guide to the identification and solution of the problem, so it must focus on the problem.

Lesson Review Questions

1. Define the term hypothesis (or thesis).
2. Outline the importance of a hypothesis (or thesis).
3. State the purpose of a hypothesis (or thesis).
4. Explain the hints for formulating a hypothesis (or thesis).
5. Explain the characteristics of a good hypothesis (or thesis).
6. What do we mean by "the hypothesis can be tested"?
7. Distinguish between variables and non-variables related to a hypothesis (or thesis).

Lesson 3: Research Methodology



Introduction

In lesson three, we will address research methodology, a critical aspect of conducting effective research. Understanding different research methodologies and how to choose the appropriate one is essential for gathering reliable data and drawing meaningful conclusions.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Define research methodology
- Explain different research methodologies
- Choose appropriate research methodologies

Lesson Content

- Definition of research methodology
- Research methodologies
- Considerations for choosing suitable research methodologies

Lesson Learning Activities

3.1 Definition of Research Methodology

Research methodology is a set of organized approaches used in research. It includes guidance on the steps to take to carry out research using the respective approaches. It includes guidance on what kind of data can be collected and analyzed,

their limitations of the respective research methods, resources needed to use the respective methods, and clarifies the assumptions and possible consequences of using the respective research methods.

Advantages of research methodology

1. Expansion of affluence of human being.
2. Establishment of tools for carrying out the research.
3. Improves a critical and scientific attitude, disciplined thinking and learning how to conduct observations more effectively.
4. Improvement of the research process and opportunities for in-depth study and understanding of various subjects/issues/problems.
5. Helps to develop the ability to assess and use research results with reasonable confidence and to use these results in decision making.
5. Teaches the ability to learn to read texts of various levels of difficulty and complexity and to develop skills related to thinking critically.

3.2 Research methodologies

1. Observation

This is one way of collecting primary data. It is a focused, organized and selective way of watching and listening to an interaction or phenomenon as it takes place.

Examples of appropriate data collection methods

Observation as a research method can be used when you want to learn about the interaction in a group, study the settlement patterns of a population, determine the functions performed by an employee, or study the behaviour or personality traits of an individual, to name a few instances where observation can prove helpful. Classroom observations can prove to be an effective research method when tied to specific behaviors or learning tasks a teacher wishes to monitor or support the development of among students.

Observation is appropriate in situations where accurate information cannot be brought about by questioning, because respondents either are not co-operative or are unaware of the answers.

In summary, when you are interested in the behaviour rather than in the perceptions of individuals, observation is an effective method to collect the required information.

2. Interview

Interviewing is used when collecting first-hand information from people. An interview is between an interviewer reading questions to respondents or interviewee and recording their answers. Interviews are conducted orally, often face to face, or through telephone, from which an interviewer tries to extract information from the interviewee.

3. Questionnaire

This is a written list of questions, where the answers are recorded by respondents. In a questionnaire respondents read the questions, interpret, then respond. The difference between an interview and a questionnaire is that in an interview, the interviewer asks questions and records the respondent's replies, but in a questionnaire the respondent replies and records the feedback.

It is important that the questions should be clear and easy to understand in the case of a questionnaire, because no one is there to explain the meaning of questions to respondents.

4. Surveys

Surveys entail gathering of information mainly from large groups of people mostly through questionnaires. The main difference between an interview and a survey as a means of collecting data is that in an interview we deal with one person but in a survey we deal with a big group of people.

5. Case studies

A case study is a detailed study of a particular case be it a person or small group. Various methods of data collection and analysis are used, particularly observation and interviews. The researchers may be interested in a particular aspect of a research/learning question and choose one or more individuals in the corresponding situation on whom to base their case study.

6. Sampling

Sampling is a process of selecting a subset of individuals from within a defined population to estimate characteristics of the entire population. Every individual variable measures one or more properties for example; weight, location, color of observable bodies renowned as independent objects or individuals.

In research, sampling is widely used to collect information about a population.

Activity 1: Group Work

Outline the stages in the sampling process:

- Defining the population
- Stating a sampling frame
- Identifying a sampling method
- Defining the sample size
- Executing the sampling plan
- Collecting data

3.3 Choosing a Suitable Research Methodology

Choosing the correct research methodologies is vital for successfully collecting data. There are two main types of data to consider:

a. Expressed in numbers and used to confirm theories. Preferred methodologies include:

- **Surveys:** Structured questions for large groups.
- **Experiments:** Controlled tests to establish cause-and-effect relationships.
- **Existing Data:** Utilizing previously collected data for analysis.
- **Observations:** Observing research parameters in natural settings.

a. Quantitative data

In quantitative data, data collected is generally expressed in numbers and graphs to confirm theories and assumptions. The data collected are based on facts information on the topic. The preferred research methodology that favours quantitative research approach, where factual data is to be collected are given below:

Activity 2: Discussion

Discuss the qualitative approach and its methods:

Surveys

It consists of questions in the form of multiple-choice or ratings asked in person, over phone, or online. Besides, the full questionnaire is added as an appendix so that the reader can see exactly the collected data.

Experiments

This is where we perform a test in a controlled environment, to obtain the data from it. Such data can be used in situations where variables are controlled and manipulated to establish cause-and-effect relationships.

Existing data

Existing data is data collected from an already existing data to include in your analysis. Such data could be from secondary data sources or archives.

Observations

This entails observing parameters of research in their natural environment where variables can't be controlled.

b. Qualitative Approach

Qualitative approach is used to collect qualitative data such as thoughts, concepts, or experiences of people via interviews, focus groups, case studies, discourse analysis, and literature review.

Interviews

This is oral questions to respondents. Describe when, where, and how the interviews were conducted how many people took part?

Sampling

Gathering opinions by having a sampled groups of people to give their opinions on the research questions.

Case-study

This is an intense study of an event, an organization, a person, or a group. We use case study when we need to understand the relationship between variables deeply.

Activity 3: Group Discussion

- **Task:** Discuss the new English curriculum and research methodologies:
 - Evaluate how content aligns with the curriculum.
 - Identify positive aspects and propose improvements.
 - Determine methodologies to use for research.

Lesson Review Questions

1. Define the term research methodology.
2. State the advantages of research methodology.
3. Explain various research methodologies used in research.
4. Outline the stages of the sampling process.
5. Highlight factors to consider when choosing an appropriate research methodology.
6. Distinguish between qualitative and quantitative approaches to research.

Lesson 4: Data Handling Procedures



Introduction

In lesson four, we will pursue data handling procedures, focusing on data analysis and interpretation. Understanding these processes is essential for drawing meaningful conclusions from research data.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Analyze research data
- Interpret research data

Lesson Content

- Data analysis
- Interpretation of data

Lesson Teaching and Learning Activities

4.1 Research data analysis

Raw research data cannot be used to make any logical conclusion because they have not been arranged in an orderly manner to give a trend or a pattern. Therefore, before the raw data is used, it must be analyzed. Data analysis involves using statistical skills to explain, illustrate, summarize and evaluate data for the research under study. We can use analyzed data to draw a conclusion hence proposing the recommendations to mitigate the problem under study.

During data analysis process, three important things take place;

- a) Data organization: Summarization and categorization of data.
- b) Data reduction: Finding the trends in the data for easy identification and linking.
- c) Data analysis: Illustration and evaluation of data.

There are two methods of analyzing data.

- a) Descriptive data analysis method
- b) Inferential data analysis method

a) Descriptive analysis method

It helps researchers to summarize the data and find data patterns or trends. Descriptive analysis is used to analyze a single variable. Thus it is called univariate (one variable)

Commonly used descriptive data analysis methods

1. **Mean:** This is the ratio or quotient index of the sum total of the data entries against the number of entries.
2. **Median:** The value in the mid of a set of numerical values.
3. **Mode:** The value that appear the most among a set of values.
4. **Percentage:** This is presentation of individual values or group respondents compared to the total individuals or groups of respondents. It is expressed out of 100.
5. **Frequency:** How many times does a number appear is the set of values.
6. **Range:** The difference between highest and lowest value in a set of values.

Descriptive analysis provide numerical, but do not explain the reasoning or logics behind those numbers. It's important to think about which one is best suited for your research question and what you want to show before engaging in any of the descriptive data analysis.

For example

Percentage is a good way to show the gender distribution of a school.

b) Inferential data analysis method

Inferential data analysis is a complex analysis that show the relationships between multiple variables to generalize results and make prediction.

Commonly used inferential data analysis method

Correlation: Describes the relationship between two variables.

Regression: Shows or predicts the relationship of two variables.

Variance: Tests the extent to which two variables differ from the normal.

Activity 1: Group discussion

Discuss examples of how descriptive analysis can be applied in your research.

4.2 Data interpretation

Once the data has been analyzed, it has to be interpreted. Data interpretation involves making inferences relating to the research and drawing logical or meaningful conclusion which will help to give recommendation to mitigate the problem under study

Common methods of data interpretation

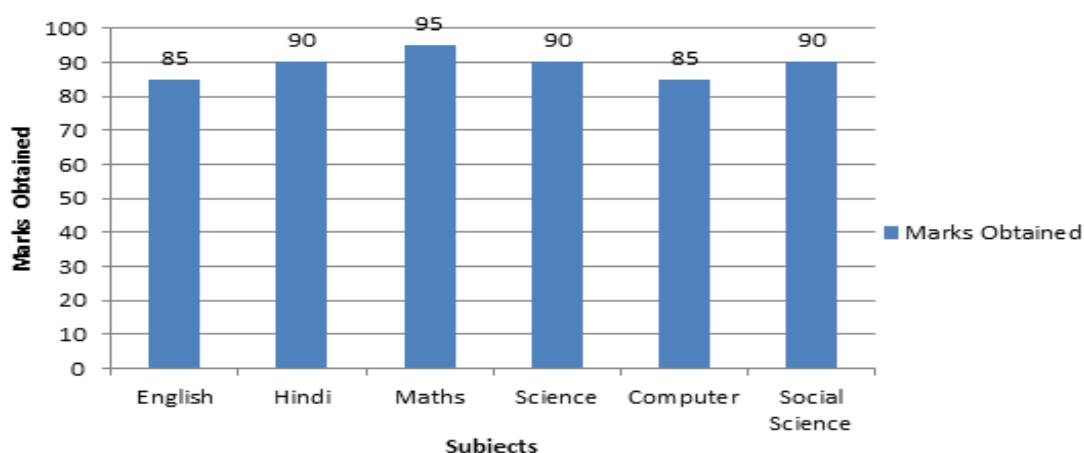
a) Tabular Form

This is the easiest methods used to analyze the data. It is a systematic arrangement of data in a table with respect to the data. The data is always arranged in an orderly manner, (rows and columns) which makes it easy to interpret. In a tabular for large amount of data is compacted for easy reading and understanding.

b) Bar Graph

A bar graph is a method of presenting data using rectangular bars where their heights corresponds to the values that they represent. They can either be represented vertically or horizontally. The graph can be used to show comparisons among categories.

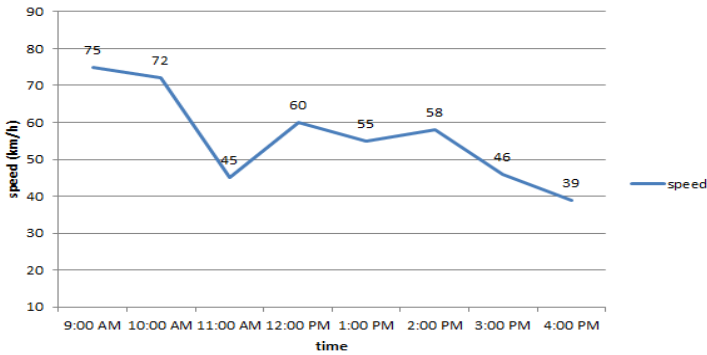
For example: Vertical representation of Marks against subjects



c) Line graph

It is an upgraded version of a bar chart. It is formed by connecting the midpoints of the bars to have a straight line joining the points.

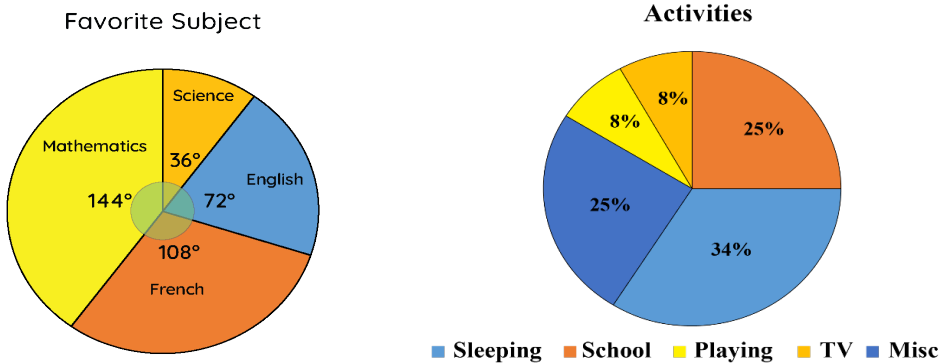
For example, speed against time



d) Pie charts

It is represented by a complete circle of 360 degrees which is compared to 100 % of the values of the continuous variables. The variables under comparison can be represented by percentage or degrees

Example



Lesson Review Questions

1. Define the terms data analysis and data interpretation.
2. Name three key steps in the data analysis process.
3. Distinguish between descriptive and inferential data analysis methods.
4. Describe commonly used descriptive data analysis methods.
5. Explain commonly used inferential data analysis methods.
6. Define data interpretation.
7. State the commonly used methods of data interpretation.

Lesson 5: Research Report



Introduction

In lesson five, we will highlight the structure and writing of a research report. Understanding how to effectively present research findings is essential for communicating your work and contributing to your field.

Lesson Objectives

By the end of the lesson, the student-teacher should be able to:

- Explain the parts of a research report
- Write a research report

Lesson Content

- Parts of research report
- Writing a research report

Lesson Teaching and Learning Activities

5.1 Research Report

A research report is an orderly written presentation of a research findings. A research report will basically include the methods used in collecting data, discussion or explanation of the data and logical conclusion to help in writing recommendation that proposes the possible ways to mitigate the problem under the study.

5.2 Parts of the Research Report

The Title of the Study

This tell us the topic on which the study is all about. It states the problem statement.

Abstract.

The abstract review the literature of the same or related research as written by other researchers in the past. An abstract is important to emphasize the significance of the research problem in question.

Table of Contents

This give you the direction on the sub-topics discussed in the research project

Introduction.

Introduction gives an overview of the research importance and the description of the hypothesis or research problem. Begins by introducing the reader to the topic and practical relevant argument of the questions under study and the contribution that the study might make. The presentation of the research problems is intended to indicate the general purpose of the study. This is often done through generally formulated questions or statements as to whether and how the research variables are related to one another. The introduction also contains the working definitions of terms used in the study that have no commonly known meaning or for which multiple meanings can be used.

Aims & Objectives

Description and justification of the goals, including your research question and goals; an annual report would contain a description of services. Review of Literature.

The review of the relevant literature describes and analyzes the published studies that are directly related to the topic and the research questions and / or have a certain relevance. The review may close with a short summary of the literature and its inferences.

Methodology.

Contains a description of the data collection method, measurement tools and data analysis procedures. This section also describes the method for selecting the sample or samples. In the case of questionnaire surveys, information should also be given on the response rates.

Results & Discussion

Some authors use a single section to both present and discuss the results of the data analysis. Others address the two problems in two separate sections. For each research hypothesis, the statistical significance test selected and applied to the data is briefly described, followed by a statement as to whether the hypothesis was supported or not / or in the form of a diagram and to make the presentation clearer using tables and figures.

Conclusion

Conclusion is more or less like abstract. The only difference is the conclusion comes at the end of the report. It summarizes the results of the study in an easily understandable way. It also explains the practical implications of these results and suggests recommended directions for future research in the area.

References

The bibliography or bibliography lists all sources alphabetically by the last names of the authors who were used directly in the writing of the report. Every source cited in the work must be included in the citation, and every entry cited in the citation must be in the paper.

Appendices.

Appendices contain information and data relevant to the study. The data may not be very important to be included in the research body or may be too large, but the appendices act as a proof that the data was collected. The appendices may contain pictures from the field and other research materials like tests, questionnaires, and cover sheets, letters, coding scheme, printout of raw data and computer printout of statistical evaluations. Care should be taken to ensure that the names and other identifiers of respondents are not included but coded to protect their confidentiality/privacy and adhere to professional research standards. Personal details about respondents (e.g., specific names) should also not be included in the research report.

Activity 1: Group work

Collaborate in groups to outline the structure of a research report based on a chosen topic.

Lesson Review Questions

1. Define what a research report is.
2. State the parts of a research report.
3. Explain the importance of abstracts in research reports.
4. Distinguish between a conclusion and an abstract.
5. Explain the purpose of appendices in a research report.

CHAPTER REVIEW QUESTIONS

PART A: CONCEPT MASTERY QUESTIONS

Answer all the Questions

1. State the characteristics of a problem statement in a research.
2. Explain the potential significance of a problem statement
3. Outline and illustrate the steps taken in formulating an hypothesis giving a sample hypothesis and the steps one would use to formulate it
4. "Poor classroom management" is a research problem statement. You are required to formulate an hypothesis of problem statement.
5. Highlight the advantages of a few research methodologies learned in this chapter
6. Interviewing is a research methodology. Give a scenario where this methodology could be effective.
7. What are the disadvantages of using questionnaires as a method of data collection for research?
8. Case study is one of the most effective research methodology.
9. Explain giving a scenario.
10. Name two methods of analyzing research data,
11. State and explain the commonly used descriptive data analysis methods
12. The descriptive analysis method is also called univariate. Why?
13. Outline and explain the commonly used inferential data analysis method.
14. Distinguish between the line graph and the bar graph
15. Describe the content of the table of content in a research paper.

PART B: WRITE ON

1. Write a research report about **school drop out**
 - a) Formulate a problem statement.
 - b) Formulate the hypothesis.(thesis)
 - c) Write a research report following all the procedures learned in this chapter.